

ALAGAPPA UNIVERSITY

(Reaccredited with 'A' Grade by NAAC)

Karaikudi - 630 003, TAMILNADU



DIRECTORATE OF DISTANCE EDUCATION

(Recognized by Distance Education Council (DEC), New Delhi)

M.B.A

(Education Management)



Paper 4.2

Institutional Linkage for Education Management

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Paper 4.2: INSTITUTIONAL LINKAGE FOR EDUCATION MANAGEMENT

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References:

1. Bare Acts/Policy Notes on Establishment of each Institution.
2. Annual Reports of Relevant Institutions.
3. University News
4. Relevant Websites.

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UNIT – I

HIGHER EDUCATION SYSTEM IN INDIA

India, is proud to have today as many as 230 universities and nearly 11,000 colleges; compared to 18 universities and about 700 colleges before it attained independence.

The major functions of the institutions of higher education may be classified as teaching, research and extension through the acquisition, preservation and transmission of knowledge. In spite of these three broad objectives, a modern university, has several other functions such as, it should be able to inculcate the sense of nationhood and promote the basic human values, it should promote a national outlook and scientific temper and it should promote commitment to the pursuit of knowledge etc.

Several Commissions and Committees were appointed by the government for restructuring education and bringing about changes in the system of higher education in India. These are:

- Education Commission, 1964-66
- National Policy on Education, 1968
- Draft Policy on Education, 1978
- National Commission on Teachers-II, 1983
- Challenge of Education: A policy perspective, 1985
- National Policy on Education, 1986
- National Policy on Education: A programme of action, 1986

In spite of the various recommendations and suggestions of these Commissions and Committees, university education continues to suffer from a number of deficiencies. A variety of complex forces have affected the development of higher education in India. The needs were many and varied, rapid expansion of the system, changes in the content, organisation and control of education, and for emphasising its R&D role. The challenging task had to be articulated in a situation where the 'pulls' of diverse nature are working on the system of higher education. The present day scenario of higher education, particularly, is the outcome of the following factors:

- The need for import substitution in the field of intellect and building up a self-reliant academic structure.
- The demand for educated manpower requirement to meet the needs of planned economic development.
- The pressure from those who were denied higher education for centuries.
- The push factors operating due to rapid expansion of school education, particularly, due to attempts towards the universalisation of elementary education.
- The need to upgrade educational qualifications so as to provide an advantage in a situation of job-scarcity.

The factors mentioned above do not operate in isolation from each other but get intertwined in various forms in different situations. The influence of rising expectations/ aspirations and the expansion of school education have been so strong that no tangible progress could be achieved in many critical areas like consolidation, quality improvement and external efficiency of higher education.

NATIONAL POLICY ON EDUCATION

The National Policy on Education (NPE-1986) was formulated which was further updated in 1992. The NPE 1986 provides for a comprehensive policy framework for the development of education upto the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organising, implementing and financing its proposals.

Policy Framework

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins that " the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29 (i) provides that any citizen having a distinct language, script, special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under article 46.

Education is on the 'Concurrent list' subject to Entry 66 in the Union List of the Constitution. This gives exclusive Legislative Power to the Central Govt.

for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.

Though education is in the concurrent list of the Constitution, the State Governments play a very major role in the development of education particularly in the primary and the secondary education sectors.

Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes Central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC.

State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance.

The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE).

AGENCIES OF HIGHER EDUCATION

There are many Ministries and Agencies directly involved in higher education:

Ministry of Human Resource Development (MHRD)

The Department of Education of the Union Ministry of Human Resource Development is the major agency concerned with education, and mainly university education. The Ministry operates in the field of higher education normally through the University Grants Commission (UGC). The UGC is a quasi-independent body set up to discharge the responsibility of coordinating and maintaining standards in the field of higher education.

The engineering and technical education is handled by a separate division of the Union Ministry. Important decisions in this area and institutions concerned are taken with the advice and assistance of the All India Council of Technical Education (AICTE).

Ministry of Agriculture

Professional education in various disciplines is a responsibility of various ministries. Ministry of Agriculture has assumed responsibility of the agricultural education in India. All the Agricultural Universities function under this Ministry. In agricultural education the Ministry operates through the Indian Council of Agricultural Research (ICAR). The agricultural universities are established by the Ministry, in cooperation with the state governments. It needs to be noted that agricultural departments affiliated to various multi-faculty universities come within the purview of the UGC.

Ministry of Health

The Ministry of Health looks after medical education. The All India Medical Council (AIMC) and the Indian Council of Medical Research (ICMR) assist the Ministry in the planning and development of medical education. The AIMC determines the minimum standards of medical education necessary for granting medical degrees. The ICMR strives to promote research in medicine and provides funds for medical research.

Ministry of Law

The legal education is under the Ministry of Law. The All India Bar Council (AIBC) is concerned with legal studies in India. Generally AIBC is concerned with the first degree in law, while the post-graduate and research studies are under universities, and hence these come under the purview of the UGC.

Specialised Agencies for Promotion of Research

A number of bodies have been set up outside the framework of the university system, to direct and support research. The Council of Scientific and Industrial Research (CSIR), under the Department of Science and Technology, is a planning and coordinating body operating through a chain of national laboratories and institutions. The Council undertakes and supports pure and applied research, provides junior and senior fellowships, funds research projects and maintains a record of scientific and technical personnel. Similar functions are performed by Indian Council of Social Science Research (ICSSR) in the field of Social Science; Indian Council of Historical Research (ICHR) in the field of historical studies; Indian Space Research Organisation (ISRO) in the area of space research etc.

Institutions in Higher Education System

University Grants Commission (UGC)

UGC is responsible for coordination, determination and maintenance of standards, release of grants.

Professional Councils

These Councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are:

1. All India Council for Technical Education (AICTE),
2. Distance Education Council (DEC),
3. Indian Council for Agriculture Research (ICAR),
4. Bar Council of India (BCI),
5. National Council for Teacher Education (NCTE),
6. Rehabilitation Council of India (RCI),
7. Medical Council of India (MCI),
8. Pharmacy Council of India (PCI),
9. Indian Nursing Council (INC),
10. Dentist Council of India (DCI),
11. Central Council of Homeopathy (CCH),
12. Central Council of Indian Medicine (CCIM),

ADMINISTRATIVE STRUCTURE OF HIGHER EDUCATION

At the State Level

There is no uniform pattern of administration of higher education at the State level in India and it varies from State to State. Usually there are two different structures dealing with educational administration at the State level. They are:

(i) The Secretariat

(ii) The Directorate

The Secretariat is headed by the Education Secretary. Some States have only one Education Secretary who is responsible for all levels of education. Some states, on the other hand, have two or more Secretaries looking after the different levels/ sectors of education. In States where there is only one Education Secretary, there are other functionaries such as Special/ Deputy Secretary, exclusively dealing with higher education. For instance, in Tamil Nadu, there are separate Secretaries for higher education and school education.

Generally, all the States have Directorates of Higher Education. There are, normally, three directorates dealing with higher education such as Directorate of Collegiate Education, Directorate of Technical Education and Directorate of Medical Education. Each of these Directorates is headed by a Director, who takes care of the administration of respective area.

At the Union Level

At the union level, only general and technical education fall under the purview of the Education Secretary. Professional education is looked after by the Secretaries of the respective Ministries, i.e., Agricultural education is under the purview of Secretary to the Ministry of Agriculture, Medical education under the responsibility of Department/ Ministry of Public Health, etc.

At the University Level

Universities in India are autonomous institutions. They have their own administrative structures and management styles. The President of India is the Visitor of all Central Universities. In case of State Universities, the Governor of the State concerned is the Chancellor. Both the Visitor and the Chancellor, do not have any administrative role in the day-to-day functioning of the university.

The Vice-Chancellor is the most important functionary who is the chief executive and academic authority of a university. He/she exercises general control on, and supervision of, the overall functioning of the University. He/she has a secretariat, with the Registrar who is supervising and executing the administrative work. There are also Deans/ Directors and Headship.

Statutory Bodies of the Universities

There are certain statutory bodies available in the university structure for formulating policies and to implement them. Such bodies are:

(i) Court/ Senate
(ii) Executive Council/ Syndicate/ Board of Management
(iii) Academic Council
(iv) Board of Studies
(v) Finance Committee
(vi) Boards or Committees

1. Court/ Senate

The Court/ Senate is the supreme governing body of Universities. In the case of Central universities it is known as the Court, while in State Universities it is called the Senate. It has some ex-officio members, and representations of faculties/ schools, parliamentarians/ legislators, representatives from various professions/ industries, principals of the affiliated colleges, students and non-teaching staff as well as some other nominated members.

This highest statutory body involves itself in all the major decision-making process in the university. It controls the budget of a university, considers the annual report and passes resolutions thereon. It reviews the Acts of the university and examines the role of major bodies of the university. It also modifies and repeals statues, whenever necessary and passes ordinance in establishing new colleges, and maintaining both new and old ones. It also supervises the establishment of teaching and administrative posts, and has the responsibility of conferring degrees. The Court/ Senate can delegate its power, to the authority or any of the bodies of the university as it deems fit.

2. Executive Council/ Syndicate/ Board of Management

In the Central Universities, the principal governing body is known as the Executive Council; in the State Universities it is called the Syndicate, and in the case of Indira Gandhi National Open University, it is known as the Board of Management. All the main functionaries of the university are ex-officio members of this body which has representatives from the education and finance departments, legislatures, principals of affiliated colleges, if any, and a few prominent persons in the field of education, who are nominated by the Council.

The Executive Council/ Syndicate/ Board of Management manages and regulates finances, accounts, investments, property, business of the university and all other related administrative affairs. It passes ordinance for the constituent colleges, and monitors the effective management of these colleges. It also regulates and maintains the publication department and the university press. It enjoys the power to entertain, adjudicate and redress grievances of the staff of the university. It has also the power to delegate authority in certain matters to the university or to the committee, as it deems fit, for the effective and efficient management of the university.

3. Academic Council

All the senior officials of the university including heads of departments of studies/ schools are ex-officio members of an Academic Council. The representation for the ex-officio membership is normally based on the principle of rotation. Students at all levels also get adequate representation in this body in many universities. If a university has its constituent affiliated colleges, the Principals of these colleges are also members of this body.

The prime responsibility of the Academic Council of an university is to take important decisions on programmes and courses to be offered for students. It has also the responsibility for the maintenance of the standards of instruction, examination, evaluation etc. The Academic Council works as an adviser to the Executive Council/ Syndicate/ Board of Management on all academic matters, including the control and management of libraries, laboratories, workshops etc. It makes proposals to the Executive Council/ Syndicate/ Board of Management for the establishment of new departments, colleges, special centers etc.

The Academic Council has the responsibility of considering proposals submitted by the faculty, to promote research activities within and outside the university, to recognise diplomas and degrees to the other universities, and to appoint committees for admission to various courses. It also takes interest in promoting the welfare of students. The council exercises such other powers and responsibilities as are conferred on or imposed on it by, or under, the provisions of the University Act.

4. Board of Studies of Faculty

The Dean of the Faculty is the ex-officio Chairman of the Board of Studies of Faculty. All the Heads of Departments in the Faculty, Professors, and

a few other members of the faculty are its members. There is a provision for nominating a few members by the Vice-Chancellor of the university from other than the faculty or school. In certain universities few students are also nominated as members of the Board of Studies of Faculty.

The Board of Studies coordinates teaching and research work in the departments, appoints committees to organise the teaching and research work in the subject/ areas, approves the courses of studies, and takes active part in the examination and evaluation process. It promotes research work of the faculty and forwards these reports on research to the Academic Council. It also acts on the matters referred to it by the Vice-Chancellor, Executive Council/ Syndicate or the Academic Council from time to time.

5. Finance Committee

The Vice-Chancellor of the university is the ex-officio chairman of this committee. Normally, two persons are nominated by the Visitor/ Chancellor and three persons (who are not employees of the university) are nominated by the Executive Council, as members of this Committee. The Finance Officer of the university is normally the member Secretary of the Finance Committee.

In the capacity of the member Secretary of the Finance Committee, the Finance Officer of the university prepares annual accounts and financial estimates of the university and lays it before the Finance Committee for consideration, and comments, and thereafter, submits it to the Executive Council/ Syndicate for approval. The Finance Officer exercise general control over the funds of the university and advises the Finance Committee and university authorities on its financial policies and performs such other financial functions as may be assigned to him/her by the Executive Council/ Syndicate.

Subject to the control of the Executive Council/ Syndicate, the Finance Officer holds and manages the property and looks into investments, including trusts and endowed property for furthering any of the objects of university. The officer also sees to it that the limits fixed by the Finance Committee on the recurring and non-recurring expenditure for a year are not exceeded that all the money is spent on the purposes for which they were originally granted or allocated.

6. Boards or Committees

The above mentioned statutory bodies of the university can appoint Boards or Committees to deliberate upon certain specific issues. These Boards or Committees can have members from the respective statutory bodies or from outside. The main function of such a Committee is to deliberate and make recommendations on issues assigned to it, subject to subsequent confirmation by the body which appoints it.

From the above it is evident that a broad spectrum of responsibilities are assigned to statutory bodies of the university for its smooth functioning. But there are certain instances, where these bodies crossed the limits of the authority assigned to these and taken action in respect of issues not failing within their purview.

Types of Higher Educational Institutions

Higher educational (after twelve years of schooling) and research facilities are available in four categories of institutions:

1) Universities
2) Institutions Deemed to be Universities
3) Institutions of National Importance
4) Autonomous Colleges
5) Colleges

(1) Universities

As enshrined in the Constitution, an university can be established through a state (provincial) legislation. The former ones are called ***"Central Universities"*** and the latter are known as ***"State Universities"***. Whereas the Central Universities are fully funded both for maintenance and development by the Central Government, the State Universities are mainly financed by the concerned States. However, Central Government through the University Grants Commission provides a part of development and grant for specific purposes (like research, starting courses in emerging areas etc.) to the State Universities keeping in view the stage of development of such universities and their performance.

Further, there is also difference in the character of universities (both Central and State). Some universities are ***unitary*** in nature, i.e. they can only

have their teaching departments; whereas some are ***teaching and affiliating***, i.e. they can have their own teaching departments as well as can also have colleges affiliated to them. The third category are ***affiliating universities***, which have no teaching departments of their own, but can get colleges affiliated to it. However, the number of such universities are very few.

One of the interesting features of our higher education system is that whereas both colleges and universities offer tertiary education and quite a good number of colleges even offer courses upto Masters level and provide facilities for doctoral research, the colleges are not empowered to award degrees. Therefore, colleges have to be affiliated to universities which are vested with the power of conferring degree after examining the students. It is the university which prescribes the course of studies, and syllabi which its affiliated colleges have to follow. Similarly, the examinations for the students of affiliated colleges are also conducted by the university on the basis of which the students performance is evaluated and degrees are awarded. Each university Act clearly stipulates its jurisdiction in terms of geographical area and colleges located within the are have to be affiliated to the concerned university.

(2) Institutions Deemed to be Universities

Some higher education institutions which have shown evidence of good quality teaching or research or both in certain specific area(s) are conferred the status of "Institution Deemed to be University". The basic difference between universities and Institutions deemed to be universities is that the latter cannot have any institutions affiliated to them nor they can confer any Honorary Degree. The funding pattern of these institutions are very complex, while few are fully funded by the Central Government for historical reason, majority of them have their own trust/ endowment and get some subsidy from the State Government in which they are located. There are about 90 such institutions in 2004.

(3) Institution of National Importance

Though universities and their affiliated colleges provide medical, technical and management education, the Central Government have set up some pace setting institutions for teaching/ research in Engineering, Medicine and Management. These institutions are meant to nurture talented students/ scholars, so as to generate high quality manpower to meet the R&D needs of the country through good quality teaching and research.

(4) Autonomous Colleges

The UGC operates a scheme of autonomous colleges which enables potential colleges to design their curriculum, evolve new methods of teaching and learning, frame their own rules for admission and prescribe their own course of studies and conduct of examination. Providing autonomy to colleges helps improve the quality of undergraduate colleges as these colleges have an operative academic freedom. All colleges coming under Section 2(f) and 12(B) of the UGC Act are eligible to get autonomous status.

(5) Colleges

In India, after completing higher secondary education, which is of twelve years duration, one has to study for 3 years in an institution of higher education to earn a Bachelor's degree.

The colleges are generally established by the State Government, private trusts/ societies and charitable organisations. The colleges established by State Government are fully funded by the concerned State.

Virtual University

It is time that our country should start looking at the possibility of creating a Virtual University in India through networking of all the universities and other educational institutions for imparting universal tele-education. Virtual university will have the following tasks:

- Act as a central hub of all universities which are networked.
- Identify experts of national/ international eminence in specialised areas.
- Coordinate, organise, schedule and broadcast the lectures of specialists at a mutually convenient time to all participants.
- Record the live transmission of the lectures with interaction details in a data bank for easy access by participants for review learning.
- Digitize all the university libraries and make it available for seamless access by all the universities.
- Provide for all the 3-Ls of learning – Lectures, Laboratory and Library – all over the Internets; and
- The universities need to become learner centric.

This experiment across the country will provide a common platform for teaching Schools, Colleges and Universities and even vocational courses. This will give equal emphasis on theory and experiments, inspite of the fact that it will be done in the cyberspace. Such is the power of the technology and our understanding of it. This facility would also help in expansion of telecommunication and IT services. All this would lead to synergising the strengths of different universities in promoting quality education to our students in a cost effective manner. It is suggested that the Five Universities which have been recognised as having "potential for excellence" should be asked to create virtual universities on the five areas of excellence which will enable sharing of excellence by all the Universities.

To sum up, the organisation of higher education in India is a complex one. The types of universities normally included are – Central universities, State universities, Open universities and Institutions deemed to the universities. Some of them fall within the purview of the UGC, while the others are looked after by the different agencies working under the respective Ministries. The various Ministries and their specialised agencies are also involved with professional higher education in the country. However, there are certain specialised agencies like CSIR, ICMR, ICHR, ICSSR, ISRO, etc., which do not fall under the purview of any single university, and have the overall responsibility of planning and coordinating high quality research in their respective specialised areas.

Review Questions:

1. Give a overview of higher education system in India.
2. State the agencies of higher education.
3. What are the statutory bodies of the universities?
4. What are the categories of higher educational institutions?
5. Write a note on virtual university.



UNIT – II

UNIVERSITY GRANTS COMMISSION (UGC)

The Government established University Grants Commission (UGC) by an Act of Parliament in 1956. It discharges the Constitutional mandate of coordination, determination, and maintenance of standards of teaching, examination and research in the field of University and Higher Education. UGC serves as a vital link between the Union and State Governments and the institutions of higher learning.

It monitors developments in the field of collegiate and university education; disburses grants to the universities and colleges; advises Central and State Governments on the measures necessary for the improvement of university education; and frames regulations such as those on the minimum standards of instruction

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

The UGC's mandate includes:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and state governments and institutions of higher learning.

Advising the Central and state governments on the measures necessary for improvement of university education.

Composition

Commission comprises of the Chairperson, Vice-Chairperson and ten other members appointed by the Central Government. The Chairperson is

selected from among persons who are not officers of the Central Government or any State Government. Of the ten members, two are from amongst the officers of the Central Government to represent it. Not less than four, selected from among persons who are, at the time they are selected, shall be a teacher in the Universities. Others are selected from among eminent educationists, academics and experts in various fields.

Chairperson is appointed for a term of 5 years or until the age of 65 years, whichever is earlier. Vice-Chairperson is appointed for a term of 3 years or until the age of 65 years, whichever is earlier. The other members are appointed for a term of 3 years. The Chairperson, Vice-Chairperson and members can be appointed for a maximum of two terms.

Funding

UGC has no funds of its own. It receives both Plan and Non-Plan grants from the Central Government to carry out the responsibilities assigned to it by law. It allocates and disburses full maintenance and development grants to all Central Universities, Colleges affiliated to Delhi and Banaras Hindu Universities and some of the institutions accorded the status of 'Deemed to be Universities'. State Universities, Colleges and other institutions of higher education, receive support only from the Plan grant for development schemes. Besides, it provides financial assistance to Universities and colleges under various schemes/ programmes for promoting relevance, quality and excellence as also promoting the role of social change by the Universities.

Institutions of Higher Education and their Growth, Enrolment and Faculty

As on 31.3.1997, there were 221 Universities and Deemed Universities in the country, which included – 16 Central Universities, 156 State Universities, 7 Open Universities, 39 deemed Universities and 4 institutions established under State Legislation. There were 10,555 colleges, of which 4815 have been recognized by the UGC under Section 2(f) of the UGC Act.

In 1997-98, an estimated 70.78 lakh students were enrolled in the institutions of Higher Education as against 67.55 lakh in the previous year and the faculty strength was 3.31 lakh as compared to 3.21 lakh in the previous year.

Regional Offices - Six Regional Offices

Name of Regional Office	States
Southern Regional Office	Andhra Pradesh Kerala Karnataka Pondicherry Tamil Nadu
Northern Regional Office	Jammu & Kashmir Himachal Pradesh Punjab Haryana Uttar Pradesh
Central Regional Office	Madhya Pradesh Rajasthan
Eastern Regional Office	West Bengal Bihar Orissa Sikkim
North Eastern Regional Office	Assam Meghalaya Manipur Arunachal Pradesh Tripura Nagaland
Western Regional Office	Goa Gujarat Maharashtra

Inter University Centres (IUCs)

Under Section 12 (ccc) of the UGC Act, the Commission has established the following Inter – University Centres to provide common facilities, service and programmes to Universities since heavy investment in infrastructure and inputs have made it beyond the reach of individual Universities to obtain these facilities:-

Centre	Objective
1. Nuclear Science Centre, New Delhi	Accelerator oriented research
• IUC for Astronomy an Astrophysics, Pune	State-of-the-art instrumentation for research in astronomy
• Inter – University Consortium for DAE facilities, Indore	Use of facilities of Department of Atomic Energy
• Information and Library Network (INFLIBNET) Ahmedabad	Networking of libraries through electronic media
• Consortium for Educational Communication (CEC) New Delhi	To disseminate Countrywide programme through television
• National Assessment & Accreditation Council (NACC) Bangalore	To assess and accredit public & Private institutions of higher learning

National Facilities

UGC has also set up the following Centres as National facilities in selected Universities:-

Centre	Objective
Western Regional Instrumentation Centre, Bombay	Design and development of indigenous equipment and training to staff in instrumentation.
Regional Instrumentation Centre, Indian Institute of Science, Bangalore	Design and development of indigenous equipment and training to staff in instrumentation.
Crystal Growth Centre, Anna University, Madras	Research and dissemination of knowledge and organization of training programme in crystal growth.
M.S.T. Radar Centre Sri Venkateswara Tirupati	Studies in atmospheric Dynamics to enable teachers to use MST/Radar facility.
Eastern Centre for Radio Astrophysics, Calcutta University	Research in Astrophysics
Japal – Rangapur observatory, Osmania University, Hyderabad	Science Research Observatory
Centre for Science Education & Communication, New Delhi	Popularization of Science

Access and Equity

India is a diverse country with a composite culture. Its one billion plus population consists of people from different religions, geographical areas and varying social and economic backgrounds. They face wide disparities arising out of regional imbalances, as well as exclusion from the mainstream on account of social, economic, gender or physical handicaps and discrimination. The higher

education system has to grapple with these issues in addition to problems of unplanned growth of institutions and student enrolment. One of the greatest challenges to the system is to make higher education more accessible, more relevant and, at the same time, more affordable.

The UGC addresses the national concerns of access and equity by promoting schemes that help in overcoming geographical barriers and eliminating social disparities in higher education.

Development of Universities and Colleges in Backward Areas

The UGC gives special development grants to colleges and universities located in geographically and educationally backward areas so that they can get the much-needed academic and physical infrastructure facilities.

Special Development Grant for Young Universities

Young universities, which are yet to establish themselves firmly, are given special development grants to enable them to introduce innovations in academic tasks and plan for the future.

Digital Repository of Research and Teaching Material

In its endeavour to encourage sharing of resources electronically, the UGC is establishing 16 mirror sites across the country with 2 mbps Internet lines which would be evenly distributed geographically. These will contain current and previous volumes of research journals in all disciplines and will provide free access to teachers and research workers.

Schemes for Disadvantaged Sections

From time to time, the UGC has been trying to bridge the gap between the haves and the have-nots, with several schemes for the disadvantaged sections of society. Scheduled Castes/Scheduled Tribes (SC/ST) Cells are functioning in universities to ensure effective implementation of the reservation policy in admissions, recruitment, provision of residential facilities etc. Remedial Coaching Centres are being run for SCs/STs, minorities and disabled persons to bridge the gap resulting from their earlier educational and social deprivation. Special coaching is also given to the disadvantaged groups for qualifying the National Eligibility Test (NET) for lectureship. Two schemes have been initiated to develop courses for differently- abled persons Teachers Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs

(HEPSN). The UGC proposes to initiate more schemes for differently abled persons.

Schemes forTeachers Affected by Insurgency

The UGC has been creating visiting faculty positions to help teachers affected by insurgent activities in areas like Jammu and Kashmir.

Schemes for Universities Affected by Natural Calamities

The UGC gives special funding to universities affected by natural calamities. In the past, this assistance has been extended to universities/colleges affected by the earthquake in Gujarat and the cyclone in Orissa.

Schemes for Geographically Isolated Regions

A special scheme has been evolved to help teachers residing in the Northeast and border hill areas integrate with the rest of the country. These teachers can go as guest teachers to universities in other areas and get a wider exposure, besides gaining a broader perspective and learning about the rest of India.

Schemes for Women

The UGC has always striven to reduce gender disparities. Under its programmes for women, it supports universities and colleges in the construction of women's hostels to enhance mobility of women and provide them an opportunity to pursue higher education in universities and colleges of their choice. Appreciating the dual responsibilities of home and work borne by most working women, the UGC aids the Day Care Centres scheme for the children of teachers and employees of eligible universities and colleges.

It has established Women Studies Centres and Women Studies Cells in universities and colleges respectively to pursue teaching, research and extension work in gender equity and women's education. A new scheme of Technological Courses for Women in women's universities has also been introduced.

Outreach Activities and Lifelong Learning

The UGC acknowledges the leading role played by universities and colleges in bringing about social change through outreach activities. It has been using adult and continuing education as an effective tool for lifelong learning and outreach activities under its Non Formal Education programmes.

Adult and Continuing Education Programme

The UGC assists in the nationwide programme of eradication of illiteracy by pursuing various adult education programmes in the university centres/departments of Adult Education by involving the teachers and students. These programmes focus, among other things, on literacy, post-literacy, continuing education, science for people, environment education, legal literacy and technology transfer.

Population and Development Education

To promote population and development education programmes, 17 Population Education Resource Centres (PERCs) have been set up in select universities in collaboration with the United Nations Population Fund (UNFPA). These Centres provide technical support to various activities related to curriculum development, teaching and learning material.

Quality and Excellence

The phenomenal increase in the number of students clamouring for higher education and the lack of infrastructural facilities in institutions of higher learning have led to quality and excellence taking a backseat. The information, communication and technology (ICT) revolution has necessitated a change on the part of institutions towards developing modern methods of teaching, learning and evaluation.

The UGC has devised steps to promote quality and excellence in higher education in a focused manner. It has been promoting a large number of reforms in classroom teaching, laboratory practices, fieldwork, evaluation methods and other related aspects, which have a bearing on the quality of education.

The following schemes are being operated:

Universities with Potential for Excellence

Five universities -- Pune University, Jawaharlal Nehru University, Hyderabad University, Jadhavpur University and Madras University have been identified as "universities with potential for excellence". These universities are eligible to receive enhanced funding to improve their academic and research

infrastructure and to evolve an innovative approach to the teaching- learning process.

The UGC also gives special enhanced funding to universities that have proved their excellence in an identified field under the scheme of "Centres for excellence". Twelve Universities have been funded under the scheme so far.

Colleges with Potential for Excellence

The UGC has launched a similar scheme to identify at least 100 colleges throughout the country as "colleges with potential for excellence". These colleges would be encouraged to improve their academic infrastructure, develop innovations in teaching and adopt modern methods of learning and evaluation. Besides, a flexible approach would be introduced in the selection of courses at the degree level.

Intranet and Internet Connectivity for Colleges and Universities

To provide Intranet and Internet connectivity to universities and colleges across the country, the UGC is establishing its own network, ' UGC InfoNet', which is expected to give an impetus to higher education in the country. The Commission plans to bring about a virtual enhancement of the academic infrastructure through the InfoNet.

The connectivity will be achieved by using radio links, very small aperture satellite terminals (VSAT), optical fibre links and digital subscriber telephone lines. This would provide unlimited free access to the world of Internet to students, researchers, teachers and employees of universities and colleges.

e-Education Content Development

Many universities the world over have taken advantage of the ICT revolution to prepare multi- media courseware in teaching and learning, which can be easily accessed through the Internet. The UGC is identifying suitable university departments with the requisite expertise to help in developing multimedia courseware for various disciplines and also to create a courseware repository. Subject experts familiar with multi-media would finalise the contents for the courseware. This is being done at three levels:

(a) Search, analysis and integration of available multi-media material suitable for class room teaching.

(b) Development of short duration multi-media segments for enriching teaching.

(c) Full multi-media e-content development for a teaching course and entire programme.

This would ultimately lead to a web-based interactive e-content development, which will ensure an effective blending of subject expertise available in colleges and universities and software expertise available in industry.

The UGC plans to enter into a Memorandum of Understanding with the National Association of Software and Service Companies (NASSCOM) and other apex organisations in the infotech sector on this issue.

Inter-University Centres (IUCs)

The UGC is promoting a novel concept of building research facilities through Inter University Centres (IUCs) on a large scale for the benefit of researchers working in different universities. These IUCs provide the right research environment and encourage research students and faculty to undertake major research activities.

The six IUCs established so far are:

- **Nuclear Science Centre,** New Delhi, for research in nuclear physics, atomic physics, materials science, bioscience and many interdisciplinary fields.
- Inter University Centre for Astronomy and Astrophysics (**IUCAA),** Pune, for promoting teaching, research and developmental activities in astronomy and astrophysics in the university sector.
- National Assessment and Accreditation Council **(NAAC),** Bangalore, which helps to assess and accredit institutions of higher learning and also assists them in continuously upgrading the quality of higher education in the country.

- Consortium of Educational Communication, New Delhi, which employs media communication to cater to the needs of higher education.
- Inter-University Consortium for Department of Atomic Energy Facilities, Indore, which works towards developing competence and promoting research in frontline areas of science and technology in Indian universities. It does this by providing an institutional framework for optimum utilisation of the major research facilities established by the Department of Atomic Energy such as Dhruva Reactor at Mumbai, Variable Energy Cyclotron at Kolkata and Synchrotron Radiation sources at Indore.
- Information and Library Network **INFLIBNET,** Ahmedabad, which offers services like developing library automation software, linking of all the libraries, creation of union databases, providing a CD-ROM search service, and contents page service in social sciences and humanities.

Assistance for Strengthening of Infrastructure in Science and Technology (ASIST)

Research and development has been an integral constituent of higher education. The UGC has, therefore, been operating several schemes to encourage research and development activities in universities. In order to upgrade and strengthen the infrastructure in science and technology, the scheme Assistance for Strengthening of Infrastructure in Science and Technology (ASIST) covering select university departments has been initiated.

Research Funding Council

In order to encourage and support research programmes in universities and colleges, the UGC is establishing Research Funding Councils separately for science and technology and humanities and social sciences, on the pattern of the Research Councils in the Department of Science and Technology. These Councils would evaluate the proposals for research projects received from universities and colleges in a professional and time-bound manner.

Special Assistance Programme (SAP)

In order to further develop teaching and research in select university departments that have exhibited excellence in science, engineering, technology, social sciences and humanities, the UGC provides special funds under the Special Assistance Programme (SAP).

College Science Improvement Programme (COSIP) and College Humanities and Social Sciences Improvement Programme (COHSSIP)

Science education in colleges is being strengthened under the College Science Improvement Programme (COSIP). The College Humanities and Social Sciences Improvement Programme (COHSSIP) is intended to improve humanities and social sciences education at the undergraduate level.

Research Awards and Fellowships

In order to provide incentives to researchers with an aptitude for good research, the UGC offers fellowships and awards to enable them to pursue research in universities of their choice.

Engineering and Technology Education

Keeping in view the need for professional education, the UGC is supporting engineering and technology education in select universities for the purpose of teaching and research, besides improving and strengthening the academic infrastructure.

Teacher Training Programmes

The UGC would be undertaking a massive training programme to make the teacher community familiar with the development of multi-media material. This would be done by initiating activities in collaboration with international institutions or universities.

National Eligibility Test (NET)

The UGC conducts the National Eligibility Test (NET) bi-annually, to select scholars for granting Junior Research Fellowships (JRF). This is also used as an eligibility test for the appointment of lecturers. The Commission has also given accreditation to 13 states to conduct State Level Eligibility Test (SLET).

Faculty Improvement Programme

The Faculty Improvement Programme is an area which receives a great deal of attention at the UGC. The UGC awards teacher fellowships for specific durations to enable regular college and university teachers to pursue further studies i.e., M.Phil and Ph.D courses. The Faculty Improvement Programme goes a long way in enhancing the teachers' overall capacity.

Academic Staff Colleges

Recognising the need for regularly upgrading teaching skills. Academic Staff Colleges (ASCs) have been established for teacher training and orientation of newly appointed university and college teachers. ASCs are now being equipped with skills for effective use of multi-media in the classrooms. The ASCs are also undertaking value education programmes. The computer literacy programmes are also proposed to be organised through the ASCs.

Management of Education

The management of the Indian higher education institutions is an arduous task considering their vast numbers. The UGC has adopted a professional management approach for ptimum use of higher education resources by embracing the Management Information system (MIS) approach. It is creating a generic MIS for the functioning of colleges and universities and will provide intensive training to administrators of higher education.

Training of Administrators

The performance of universities and colleges is a reflection of the manner in which the administrators manage them. The UGC proposes to provide training to administrative personnel of universities in the art of academic, administrative and financial management.

In its Golden Jubilee year, the UGC has launched the following new schemes to further the development of teaching and research in universities and colleges:

- Development of Universities and Colleges in Backward Areas
- Special Development Grant for Young Universities
- Digital Repository of Research and Teaching Material
- Schemes for Geographically Isolated Regions

- Colleges with Potential for Excellence
- Intranet and Internet Connectivity for Colleges and Universities
- Research Funding Council
- e-Education Content Development
- Professional Management of Universities and Training of Administrators

Teaching institutions in science education with a direct tie-up with research laboratories and industries

Relevant and Professional Education

India is teeming with a multitude of graduate and postgraduate students who, because of the tack of skill-oriented education, are unable to find jobs in the market. The relevance of education has, therefore, assumed importance, with employers seeking professionally qualified graduates with a sound knowledge of their core discipline and expertise in the concerned skill.

To meet this challenge, the UGC has been advocating the adoption of an open and flexible approach at the undergraduate level. Such an approach would allow students to either simultaneously acquire a degree as well as a diploma in skill-oriented disciplines or acquire a dual degree with the addition of one more year after completing graduation. The UGC is also pursuing schemes to make the youth aware of the importance of positive health, value education and human rights and duties education, besides promoting the study of traditional languages and research on some prominent Indian thinkers.

The following innovative schemes are being taken up by UGC for promoting relevant education:

Vocational Education

The UGC has initiated a major scheme of vocational education at the undergraduate level designed to equip graduates with necessary add-on skills for gainful employment.

Curriculum Revision

As part of the UGC's efforts to support teaching- learning innovations in various subjects, a model curriculum is prepared from time to time by a panel of few experts at the undergraduate and postgraduate levels for suitable adoption by the universities. During 2001, the UGC prepared a model curriculum in 32 subjects with the help of Curriculum Development Committees. Universities use the UGC Model Curriculum for upgrading their curriculum. **CDC Reports**

Bilateral Exchange

As Indian higher education has the potential of being accepted in other countries, there is a need to make special efforts to export it. Under this programme, several Indian universities have established campuses abroad. These include Birla Institute of Technology and Science (BITS) Pilani, Birla Institute of Technology (BIT) Ranchi and Manipal Academy of Higher Studies (MAHE).

The UGC has been conducting bilateral cultural exchange programmes under which Indian and foreign scholars visit universities in each other's countries.

Foreign universities are keen to commence operations in India in coordination with Indian universities. This will promote a free flow of students between nations.

Innovative Programmes

Addressing the need to promote teaching and research in several new frontline areas that have emerged in various disciplines, the UGC is providing financial assistance to select universities/institutions under its Innovative Programmes Scheme.

The Commission is supporting postgraduate level programmes in the following emerging areas/disciplines:

- Environment/Energy
- Electronics
- Futurology
- Remote Sensing
- Computer Software Application
- Bio-informatics and Bio-Technology
- Atmospheric Science & Meteorology

University Faculty and Venture Business

Under its Innovate Programme Scheme, the UGC would promote linkages between the university system and industry. This would be facilitated through university-based ventures and by giving rewards to successful entrepreneurs.

Under the university-based ventures, identified universities would initiate faculty entrepreneurship through translation of "Laboratory R and D to "Venture Opportunity". Equity participation of the university and the faculty would be encouraged. The UGC would also establish a faculty and university reward system for successful entrepreneurship.

Area Studies

The Commission has initiated a programme for conducting studies relating to problems and culture of a given area in different countries and regions and for developing inter-disciplinary research and teaching. Area Studies Centres in select universities are conducting studies of countries with close contact with India.

The Centres include:

- Cooperative Possibilities in SAARC countries
- Studies on Nepal
- Centre for South East Asian Studies
- Chinese and Japanese Studies
- Latin American Countries
- Indian Diaspora Studies
- Federal Studies Centre
- Academy of Third World Studies
- Gulf Studies
- Central Asian Studies and Russian Studies
- Centre for South and South East Asian Studies
- Manipur Studies
- Centre for African and Eurasian Studies
- Himalayan Studies
- Centre for Urban Development and Regional Planning
- South Asia, with main focus on Study of Government and Politics

- Centre for Studies on Indo- China

Value Education and Human Rights and Duties Education

Society today is buffetted by violence, erosion of human and moral values and a disregard for human rights. There is, thus, a greater need to educate the youth about values, equity, justice and freedom. Human rights and duties education courses have been introduced at the postgraduate level in the form of degree, diploma or certificate courses.

Traditional Languages

The UGC has launched many schemes to give impetus to the learning of ancient Indian languages like Sanskrit. It has identified 508 Simple Sanskrit Speaking Centres in select universities/colleges so far.

Special Studies on Social Thinkers

India has produced some great thinkers and leaders whose revolutionary actions have left a lasting impact not only on India but also on the whole world. Their ideas and philosophy have provided a cultural and ethical identity to India. In order to acquaint teachers and students with their ideas, special centres have been set up for Gandhian studies, Buddhist studies, Nehru studies and Ambedkar studies.

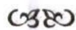
Special Education Activities

The UGC is also promoting the concept of overall development of the individual through yoga, career personality, entrepreneurship development and similar activities.

From the above, it is clear that, the University Grants Commission has constantly making efforts in maintaining the standards of teaching and research in higher education. It is constantly devising need based schemes for developing higher education. It also provides required funding support to the institutions for implementing its various schemes. Special mention has to be made regarding development of education in backward areas, special development grants for young universities, schemes for disadvantaged sections, schemes for institutions affected by natural calamities, schemes for women, adult and continuing education programmes etc. adopted by UGC.

Review Questions:

1. What are the objectives and functions of University Grants Commission?
2. What are the schemes promoted by UGC for access and equity in higher education?
3. What are the steps devised by UGC in promoting quality and excellence in higher education?
4. State the innovative programmes for which UGC is providing financial assistance.



DEPARTMENT OF SCIENCE AND TECHNOLOGY

Department of Science & Technology (DST) was established in May 1971 with the objective of promoting new areas of Science & Technology and to play the role of a nodal department for organising, coordinating and promoting S&T activities in the country.

The DST has the major responsibilities for specific projects and programmes as listed below:

1) Formulation of policy statements and guidelines on science and technology; and coordination of areas of science and technology, in which a number of institutions and departments have interests and capabilities,
2) Support to basic and applied research in national institutions throughout the country and provision of minimum infrastructural facilities for testing and instrumentation;
3) Support to critical technology programmes;
4) Support to autonomous research institutions, whose specialisation range from advanced medical research, materials to astronomy;
5) Fostering international cooperation and establishment of special joint centres/projects like International Advanced Research Centre for Powder

Metallurgy and New Materials, Indo-French Centre, NAM S&T Centre and Indo-Uzbek Centre;

6) Support socially oriented S&T interventions for rural areas and weaker sections;

7) Support entrepreneurship development to create self-employment opportunities, especially for those with science and technology background;

8) Popularisation of science and technology;

9) Providing scientific services in terms of surveying and maps for Defence, External Affairs, State Governments and several other developmental agencies through Survey of India (SOI) and National Atlas and Thematic Mapping Organisation (NATMO);

10) Providing meteorological services for Agriculture, Water Resources Management Disaster Warning, Civil Aviation as well as providing seismicity data through India Meteorological Department (IMD); and

11) Management of Information Systems for Science and Technology and Coordination thereof.

The Departments current mandate includes the following: -

1. i) Formulation of policy statements and guidelines

   ii) Co-ordination of areas of Science & Technology in which a number of Institutions & Departments have interests and capabilities

2. i) Support to basic and applied research in National Institutions

   ii) Support minimum Infrastructural facilities for Testing & Instrumentation

3. Technology Development and Commercialization - Technology Development Board

4. Autonomous Research Institutions

5. Fostering International Cooperation in S&T

6. Socially oriented S&T interventions for rural & weaker sections

7. Support Science & Technology Entrepreneurship Development

8. Popularisation of Science & Technology

9. Promotion and Development of S&T in States

10 Scientific surveys and services through Survey of India and National Atlas and Thematic Mapping Organisation (NATMO)

11 Providing meteorological services through India Meteorological Department (IMD) and National Centre For Medium Range Weather Forecasting (NCMRWF)

12 Management of Information Systems for Science & Technology

Science & Engineering Research Council (SERC)

The Science and Engineering Research Council was established in 1974 and is an apex body through which the Department of Science and Technology implements its programmes related to promoting and encouraging research in newly emerging/ advanced and challenging areas of science and engineering. Reconstituted Council includes eminent scientists, technologists drawn from various universities/national laboratories and public and private sector industries. This Council is assisted by 18 Programme Advisory Committees (PACs) in various disciplines.

Invitation of Proposals in "**Condensed Matter Physics and Materials Science**"

Objectives

- To promote research in newly emerging and frontier areas of science and engineering including multidisciplinary fields.
- To selectively promote the general research capability in relevant areas of science and engineering taking into account capability of the host institutions.

- To encourage young scientists to take up challenging R&D activities.
- To give special encouragement to projects from relatively small and less endowed University Departments and Institutions.
- To encourage patenting facilities to scientists and technologists in the country for Indian and foreign patents on a sustained basis.

Activities it Supports

(i) Project support to scientists in challenging areas in various disciplines

(ii) Unit and core group around outstanding scientists

(iii) Training programmes involving young scientists

(iv) SERC Student Fellowships

(v) SERC Chairs in key areas of S&T

(vi) Setting up of Research support facilities

(vii) Organisation of Summer/Winter Schools

The mandate of research supported by the SERC includes increased and expanded knowledge in basic research, excellence in science & engineering, innovation and promotion of selected areas, encouragement for industrial partnership in projects under engineering and technology, training of manpower for future requirement and encouragement to young scientists and students.

SERC has the broad mission of promoting challenging and new areas of science & engineering with focus on basic research in all the disciplines. It also encourages involvement of academic and research institutions to undertake research in identified areas. It also acts as a mechanism for inter agency coordination with other S&T agencies for better management of R&D funding through joint/ complimentary funding in major projects. This is so since other S&T agencies fund R&D in their specialised areas such as agriculture (ICAR), health (ICMR), defence (DRDO), space (DoS), atomic energy (DAE), non-conventional energy (MNES) etc.

Functions

SERC funds R&D projects in identified challenging areas to scientists in academic, research institutions including medical colleges and universities,

national research laboratories, engineering colleges and engineering research institutes, etc. SERC activities may be classified under the following disciplines:

- Chemical Science
- Earth & Atmospheric Science
- Engineering Science
- Life Science
- Mathematical Science
- Physical Science

SERC, had earlier identified specific areas of research known as the Thrust areas through the mechanism of organising a series of national workshops in most of the above disciplines. More recently, the Programme Advisory Committees of the SERC had deliberated on updating these thrust areas and identifying new challenging areas for support in the 21st century. Few examples of the broad areas identified by the SERC are Molecular Biophysics, habitat fragmentation biology, chronobiology, plant animal relationships, small permanent magnet machines, smart sensors, optical communication, use of hydrogen as fuel, watershed management, high precision manufacturing, design of VLSI circuits, sensors integrated robotics system, synthesis and structure, organometallic and cluster chemistry, physical chemistry based phenomenon like ultra fast reaction dynamics, corrosion etc., quantum optics and basic laser physics, non-linear optics, physics of biological systems, evolution of India crust, study of earthquake processes, climate observation and modeling, severe weather system, stochastic process modeling, combinatorial optimisation, game theory, etc.

These areas are being published as Vision Documents for R&D and are available on request.

SERC Funding provides

- Sophisticated equipment, instruments and facilities to academic institutions as part of R&D activities/programmes
- Training to brilliant young scientists through fellowships, workshops, summer/ winter schools in few selected areas and students fellowships.

The Universities/ Institutions, located in remote places, can send specific request on Orientation on SERC & DST funding to enable the DST staff members to visit the concerned institutions.

General Update

In order to facilitate the Scientists and Technologists, the Department announces the following :

(i) The project proposals for consideration under the SERC Scheme can now be submitted anytime throughout the year.

(ii) The Investigators may submit only 20 copies of the proposal printed on both the sides of A4 size paper along with the electronic copy of the proposal on a 1.44 MB floppy, preferably in MS Word.

National Science & Technology Management Information System (NSTMIS)

NSTMIS, DST is responsible for collection, collation, analysis and dissemination of information on resources devoted to S&T activities in the country.

The Scientific and Technological (S&T) activities play a vital role in the economic, social and physical development of a country. Scientific and technological research needs huge investments and calls for a judicious utilization of scarce resources like finance, trained manpower, raw materials etc. Data collection and analysis pertaining to resources, devoted to S&T, therefore, assumes significant importance. The growth of S&T, its performance and impact on society and economy are indicators to assess the effectiveness of planning and policy formulation.

The National Science and Technology Management Information System (NSTMIS), a division of Department of Science and Technology (DST) has been entrusted with the task of building the information base on a continuous basis on resources devoted to scientific and technological activities for policy planning in the country.

Recent Reports published by NSTMIS:-

- S&T Data Book 2000
- Research and Development Statistics
- Research and Development in Industry
- Directory of R&D Institutions
- Directory of Extramural R&D Projects

Fund for Improvement of S&T Infrastructure in Universities and other Higher Educational Institutions (FIST)

S&T inputs play critical role towards socio-economic development and in the emerging global scenario. In quest for competitive advantage in the new emerging world, our universities and related institutions will have to play a major role as providers of high caliber human resource and as repositories of national intellectual wealth in the S&T sector. In order to meet these diversed challenges, there is an urgent need for strengthening the existing S&T infrastructural support system in the universities and other related institutions with adequate funding and associated flexibilities. Considering the present status of the S&T sector in the universities and other related institutions, Government has announced a major new initiative to rebuild the Science & Technology infrastructure titled "Fund for Improvement of S&T infrastructure in universities and higher educational institutions (FIST)".

Objectives & Nature of Support

This scheme would provide basic infrastructure and the enabling facilities and environment for promoting R&D in new and emerging areas and attracting fresh talent. The Nature of Support under this scheme would cover the following elements:-

- Provide optimal infrastructure facilities such as, adequate laboratory space, no break electric supply, cold rooms, water supply etc. Modernisation of laboratories for teaching and research: Refurnishing/establishing environmentally compatible and safe laboratories, that will meet GLP standards, among other things
- Acquisition of essential equipment and up-gradation of existing facilities and support for maintenance of sophisticated equipment;

- Ready access to information systems: Net-working and ready access to computational facilities, data bases, scientific journals, etc.;

In recent years, great concern has been expressed about the lack of infrastructural facilities for imparting good quality higher education and conducting advanced research. As a result of the ongoing efforts, Departments in the universities and related institutions have made some impact on the development of teaching and research. These university departments are now in a stage to be identified for selective strengthening of their infrastructure for post-graduate education and research. It is also necessary to extend such infrastructural support to other higher technical and medical educational institutions. Considering all these factors, the above new scheme named "Fund for improvement of S&T infrastructure in universities and higher educational institutions (FIST)" has been initiated.

Review Questions:

1. What are the functions of Department of Science and Technology?
2. What are the specific projects and programmes supported by the Department of Science and Technology?
3. Briefly specify the agencies functioning under DST.

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

National Assessment and Accreditation Council (NAAC) was established by the Unviersity Grants Commission (UGC) on 16th September, 1994 for ensuing quality in higher education, in pursuance of the National Policy on Education and the Programme of Action (POA), 1986. It is located at Bangalore. NAAC is entrusted with the task of ***performance evaluation, assessment*** and ***accreditation*** of universities and colleges in the country.

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

The philosophy of NAAC is based on *objective analysis* and *continuous improvement* rather than being punitive or judgemental, so that all institutions of higher learning are *empowered* to maximise their resources, opportunities and capabilities.

The primary agenda of NAAC is to assess and accredit institutions of higher learning with the objective of continuous improvement in the quality of education.

Assessment is a performance evaluation of an institution and /or its units. It is accomplished through a process based on self-study and peer review using defined criteria.

Accreditation refers to the certification given by NAAC which is valid for a period of 5 years.

The process of assessment is in accordance with *internationally accepted practice*, modified to suit the Indian context.

Functions of NAAC

NAAC functions through its General Council (GC), Executive Committee (EC) and other academic, advisory and administrative subcommittees. NAAC draws its expertise from senior academics from all over India. Its National Consultative Committees in various areas provide necessary inputs for establishing and strengthening processes.

Vice-Chancellors of Universities, Directors of Higher Education and Science and Technology Institutes, Deans, Principals of Colleges, Heads of Departments drawn from all disciplines representatively, as well as educational administrators, lend their valuable time, expertise and leadership for the academic activities of NAAC.

In addition, NAAC is also generating a large pool of experts / assessors in all subjects by periodically conducting orientation programmes across the country.

NAAC is the founder member of International Network of Quality Assurance Agencies in Higher Education (INQAAHE), and the process followed by NAAC is in accordance with internationally accepted practice of 'academic auditing'. INQAAHE has more than 120 National Agencies that are currently engaged in Assessment, Accreditation and Academic Audit. The network meets every alternative year to facilitate exchange of information regarding quality assessment.

The Government of India is now entering into a number of bi-lateral agreements between several accreditation agencies of various countries. The NAAC is also arranging awareness programmes regarding the benefits which accrue out of the accreditation process.

Reaching out to the stakeholders is an essential component of NAAC's image building process. This is done through

- Regular correspondence with the institutions.
- Awareness programmes
- Newsletter: NAAC News
- Press conferences and press releases
- Special articles in newspapers and magazines on NAAC
- TV Coverage
- Directory of Accredited Institutions
- Directory of Assessors
- Networking of Accredited Institutions

Fine-tuning the Process

NAAC refines its methodology through scientific feedback obtained by:

- Meta-evaluation
- Case studies
- Impact analysis
- In-house deliberations
- Feedback from Peer Team visits
- Seminars

ASSESSMENT AND ACCREDITATION

NAAC has formulated a three stage process for assessment and accreditation as given below:

Stage 1: Preparation of the **Self-study report** by the institution, its submission to NAAC and in-house analysis of the report by NAAC.

Stage 2: Peer team visit to the institution for validation of the Self-study Report followed by presentation of a comprehensive assessment report to the institution.

Stage 3: Grading, certification and accreditation based on the evaluation report by the peer team.

NAAC's process of assessment is towards holistic, systematic, objective, data-based, transparent and shared experience for institutional improvement.

- Helps the institution to know its *strengths, weaknesses* and *opportunities* through an informed review process.
- To identify internal areas of *planning and resource allocation.*
- Enhances collegiality on the campus.
- Outcome provides funding agencies *objective data* for performance funding.
- Initiates institutions into *innovative and modern methods of pedagogy.*
- Gives institutions a new sense of *direction and identity.*
- Provides society with reliable information on *quality of education* offered.
- Employers have access to information on *the quality of education* offered to potential recruitees.
- Promotes intra and inter-institutional *interactions.*

Any assessment and subsequent accreditation would be made with reference to certain set standards so that the standing of an institution can be compared with other similar institutions. NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:

1) Curricular aspects
2) Teaching, learning and evaluation
3) Research, Consultancy and Extension
4) Infrastructure and learning resources
5) Student Support and Progression
6) Organisation and Management
7) Healthy Practices

CURRICULAR ASPECTS

This aspect requires information on whether and how the curriculum design of the institution offers diversity and flexibility to learners. It also seeks

information on the practices of the institution in initiating and redesigning courses relevant to regional and national needs. The focus is on the following:

- Compatibility of programs with goals and objective
- Initiation reviews and redesign of programs
- Feedback on programs
- Interaction with academic peers and employers
- Program options

TEACHING, LEARNING AND EVALUATION

This criterion deals with the efforts of the institution in providing appropriate teaching-learning experiences to the students. It also looks at the adequacy and competency of the faculty as well as the efficiency of the evaluation methodology followed by the institution. The focus is on the following:

- Judging the students' knowledge and bridge/ remedial courses
- Teaching-learning process
- Use of new technology in teaching and co-curricular activities
- Examination process
- Innovative evaluation methods
- Recruitment of faculty and faculty-development programs
- Evaluation of teaching, research and work satisfaction of faculty
- Monitoring and rewarding successful teaching innovation

RESEARCH, CONSULTANCY AND EXTENSION

This part of the format seeks information on the activities of the institution with reference to research, consultancy and extension. It also looks into the facilitating aspects of the institution to promote the same and their outcome. The focus is on the following:

- Promotion and sustenance of research culture
- Freedom to publish in academic forums
- Benefits of consultancy

- Community needs and expectations
- Faculty participation
- Awareness programmes
- Resources to conduct extension activities
- Services provided in the areas of expertise

INFRASTRUCTURE AND LEARNING RESOURCES

This aspect requires data on the adequacy and optimal use of facilities available to maintain quality of academic and general campus life. It also seeks information on how every constituent of the institution - students, teachers and staff, benefit from these facilities. The focus is on the following:

- Physical Facilities
- Maintenance
- Optimal use of Infrastructure
- Library and Computer Facilities
- Health Services and Sports/ Physical Education
- Hostel and Canteen

STUDENT SUPPORT AND PROGRESSION

The highlights of this criterion are the efforts of the institution to provide the necessary assistance for good student experience on campus and to facilitate their progression. It also seeks information on student and alumni profiles. The focus is on the following:

- Progression to employment and further study
- Pass and dropout rate
- Student feedback on various aspects
- Alumni association
- Financial aid to students
- Academic counselling
- Placement services

ORGANISATION AND MANAGEMENT

This criterion requires data on policies and practices of the institution in matters of planning, human resource development, recruitment, training, performance appraisal and financial management. The focus is on the following:

- Organisation structure
- Functions and powers of functionaries
- Human resource development
- Staff recruitment
- Training and performance appraisal
- Participation of students and staff in decision-making
- Use of new communication technologies
- Budgeting and auditing procedures
- Resource mobilisation and effective utilisation
- Financial Management
- Grievance Redressal mechanisms

HEALTHY PRACTICES

This criterion analyses information on innovative and unique practices that add to academic ambience. The focus is on the following:

- Credit system, examination reforms and modular curriculum
- Mission statement and goals
- Master plan for institutional growth
- Stakeholder feedback for functional improvement
- Innovations in management and communications
- Quality enhancement strategies
- Complementary systems like self-financing courses and need-based courses
- National / International linkages for teaching and research
- Industry linkages
- Chairs of excellence
- Teaching and research awards won by faculty

NAAC recognises the difference in the characteristics of the institutions. Accordingly, individual criteria carry differential weightages. These weightages have been evolved through national level consultations.

Assessment Criteria	*Unit of Assessment*		
	University	*Affiliated/ Constituent Colleges*	*Autonomous Colleges*
Curricular Aspects	15	10	15
Teaching - Learning and Evaluation	25	40	30
Research, Consultancy and Extension	15	05	10
Infrastructure and Learning Resources	15	15	15
Student Support and Progression	10	10	10
Organisation and Management	10	10	10
Healthy Practices	10	10	10

The institutional score will further be used to assign the overall grade. If the overall score is more than 55%, the institution gets the "Accredited status" and any score less than that will lead to "Not Accredited" status. The accredited institutions are graded on a nine-point scale with the following scale values:

Score (Upper limit exclusive)	**Grade**
95 - 100	A^{++}
90 - 95	A^{+}
85 - 90	A
80 - 85	B^{++}
75 - 80	B^{+}
70 - 75	B
65 - 70	C^{++}
60 - 65	C^{+}
55 - 60	C

Universities	
Up to four departments	Rs. 75,000/-
More than four and up to ten departments	Rs. 75,000/- + Rs. 7,500/- for each additional department
More than ten departments	Rs. 1,20,000/- + Rs. 5,000/- for each additional department.
The accreditation fee will be limited to a maximum amount of Rs. 3,00,000 per institution.	

Departments/Schools/Centres in a subject Rs.7,500
Colleges (Grant-in-Aid, Private and Government) Rs. 25,000/- per faculty that is Rs. 50,000/- for a college with faculties of Arts and Science (Commerce will be treated as a part of the Arts faculty for this purpose). The same fee structure applies for self-financing colleges also.

Financial Support

UGC at its meeting held on 29 July 1997, stated:

"...payment of assessment and accreditation cost to NAAC, up to a maximum of Rs. 5,00,000 in the case of large universities, may be accepted as an admissible item for plan of the respective universities by the Commission. The grant for this purpose may be released to the concerned university."

Affiliated and autonomous colleges can also draw accreditation fees from their UGC plan grant.

Procedure for making Application

The institution is to submit a letter of intention along with the general information of the institution, for assessment and accreditation. NAAC will scrutinise the information and inform the institution of its eligibility.

On receiving a positive response from NAAC, the institution has to send the prescribed fee for assessment and accreditation. On receipt of the fee, NAAC will send the manuals and guidelines that will enable the institution to initiate the process of self-assessment.

To initiate the process at the institutional end, it is suggested that a committee be constituted consisting of members from the faculty, staff, and students. The committee in consultation with the various functionaries of the institution, has to prepare a clear, and accurate report on the standing of the institution. This self-study report will be the basic document through which the

assessing team will try to understand the institution and validate the claims made therein.

Action Plan on Assessment and Accreditation for Different States

NAAC is in the process of preparation of an action plan for each state for performance evaluation, assessment and accreditation of the higher education institutions. This is being achieved through the collaboration of the Higher Education Departments and Universities of the various states. In this connection, NAAC has conducted four National Seminar-cum-Workshops on Quality Assurance in Higher Education: Assessment and Accreditation of Institutions. The objective was to promote the awareness of quality assurance in the higher education system. Such activities are planned for all the States in the country during the next six months. Conferences of this type were already conducted in Thiruvananthapuram, Pune, Bangalore and Srinagar. These activities resulted in the formulation of an action plan for each state.

The main frame of action plan is:

1. SWOT Analysis of affiliated colleges.
2. Implementation of quality sustenance activities in accredited colleges.
3. Self-study, Assessment and Accreditation of colleges.
4. Remedial measures in the case of weak and less privileged institutions.

State level Coordination Committees were constituted for overseeing the process of accreditation. These committees will:

- Advise NAAC on the quality assurance activities to be taken up by the higher education institutions in each state for achieving globally acceptable quality standards.
- Help NAAC in achieving the targets of assessment and accreditation in the case of affiliated colleges by the deadline suggested by the UGC.
- Advise the State Government to initiate suitable measures for ascertaining the maintenance of minimum standards in higher education institutions.

- Encourage institutions of high quality by suitable recognition and institution of post-accreditational quality sustenance measures and schemes of NAAC.
- Oversee and guide the activities for assessment, accreditation and post-accreditational schemes of the NAAC for the concerned State.

The NAAC's well defied vision and mission statements and systematic efforts to translate those into action conform well to the stipulations. It has always been the effort of the NAAC to ensure that the rules leading to an accreditation decision are transparent, public and guarantee equal treatment of institutions. The NAAC also demonstrates public accountability by reporting openly on its institutional review decisions, making the outcomes of the evaluation public in an appropriate way.

Review Questions:

1. What are the vision and mission of NAAC?
2. What are the awareness programme conducted by NAAC?
3. Briefly explain the process of assessment and accreditation by NAAC.
4. What are the criteria identified by NAAC as the basis of assessment?



UNIT – III

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

The economic progress of a country is strongly linked with the quality of education. It is therefore, necessary for our technical education to undertake periodic review of the curriculum and subject content of the technical programmes to ensure that they are up to date not outmoded or obsolete and effectively fulfill the technological requirements of the country.

During the past three decades, many steps have been taken in India to improve the quality of technical education. These include evolution of model syllabi, quality improvement programmes for teachers; encouraging interaction with industry through consultancy and continuing education programmes; and providing impetus for expanding infra-structural facilities in emerging technologies.

For economic growth and prosperity, the need is to produce highly professional and competent engineers. This could be achieved by imparting quality teaching to students. Towards, this some norms and standards of engineering education need to be laid down so as to educate the students with appropriate skills suitable for a rapidly changing industrial scenario.

Accordingly, a separate act entitled "The All India Council for Technical Education Act" was passed in 1987. The act provides for the establishment of an All India council for Technical Education with a view to the proper planning and co-ordinated development of the technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith.

Regulations of AICTE comprises of the following:

- Regulations for Approval Process of New Institutions/ Introduction of New Courses or Programmes/ Variation in intake capacity.
- Regulations for Admission and Fee Structure
- Guidelines for Constitution of Governing Bodies of Self Financing Institutions

All India Council For Technical Education has link with following institutions:

- National Board of Accreditation
- Indian Society for Technical Education
- University Grant Commission
- Ministry of Human Resource Development
- Indira Gandhi National Open University
- Gyan Darshan
- National Council for Education, Research and Training

Programmes under the purview of AICTE Regulations

- Degree/Diploma Engineering
- MCA and MBA
- Pharmacy
- Architecture and Applied Arts
- Hotel Management and Catering Technology

PROGRAM OBJECTIVES

To improve upon the present technical education system and incorporate the aforesaid observations one major step would be to modify the engineering curriculum with the following main objectives :

- Greater emphasis on design oriented teaching, teaching of design methodologies, problem-solving approach.
- Greater exposure to industrial and manufacturing processes.
- Exclusion of outmoded technologies and inclusion of the new appropriate and emerging technologies.
- Greater input of management education and professional communication skills.

Bureaus under AICTE

I. Administration and Finance (Admn. & Fin.) Bureau

II. Planning and Coordination (PC) Bureau.

III. Under Graduate Studies(UG) Bureau

IV. Post Graduate Education and Research(PG) Bureau

V. Faculty Development (FD) Bureau

VI. Research and Institutional Development (RID) Bureau

VII. Quality Assurance (QA) Bureau

FACULTY DEVELOPMENT SCHEMES OF AICTE

Faculty Development Bureau

The Faculty Development activities of AICTE operated by FD Bureau are geared to ensure the quality, relevance, excellence and equity in Technical Education through the technical teachers. The objectives envisaged are to support programmes aimed at promoting quality of teachers; to promote programmes that facilitate career and faculty development; to recognize and support meritorious teachers; to provide opportunities and upgradation of knowledge and skills of technical teachers and working professionals; to encourage research and development; and to formulate schemes for facilitating participation of women in Technical Education.

Following schemes are operated by the FD Bureau of AICTE :-

1.Travel Grant

2.Seminar Grant

3.Career Award for Young Teachers

4.Emeritus Fellowship

5.Staff Development Programme

6.Visiting Professorship

7.The Scheme of Professional Societies / Bodies

8.Early Faculty Induction Programme

9.Quality Improvement Programme

- M Tech. Brochure
- M Tech. Form

- Ph.D Brochure
- Ph.D Form

10.AICTE-INAE Distinguished Visiting Professorship

1. **Travel Grant** enables meritorious teachers to interact at International level Conference / Seminar / Symposium etc. Teachers from AICTE approved Technical Institutions / Universities are eligible for this grant.
2. **Seminar Grant** Provides forum for interaction of academicians and working professionals and opportunity for sharing of innovations and inventions. AICTE approved Technical Institutions / Universities are eligible for this grant. Professional bodies, registered societies, national agencies are also eligible provided that the seminar is organized in collaboration with AICTE approved Technical Institutions / Universities.
3. **Career Award for Young Teachers** identifies young talented teachers for promoting their professional growth by enabling them to devote maximum time in research and study with minimum teaching responsibility.
4. **Emeritus Fellowship** utilizes services of highly qualified and experienced superannuated Professors of Technical Institutions / Universities in stimulating and achieving excellence in Technical Education.
5. **Staff Development Programme** is intended to provide opportunities through AICTE approved Staff Colleges / Institutions for inducting training to teachers employed in AICTE approved institutions in Engineering & Technology, Pharmacy, Management and Architecture to facilitate up gradation of knowledge and skill.
6. **Visiting Professorship** is aimed at supplementing and providing expertise to teaching / research in those areas in which host institutions do not have the expertise. Eminent scholars holding the post of Professor shall be considered for appointment as Visiting Professors.
7. **The Scheme of Professional Societies / Bodies** intends to provide limited non-recurring financial assistance to selected technical professional bodies / societies to enable them to meet the expenses towards promotion and development of technical education in their respective professions through various means provided in their objectives.

8. **Early Faculty Induction Programme** aims at attracting bright and young under-graduate students in Engineering and Technology / Pharmacy / Architecture etc. to take teaching as their career. B.E. / B.Tech. / B.Pharmacy / B.Architecture students are selected at the National level and are given opportunity to pursue higher education (Post Graduate and Doctorate Programmes) in one of the leading technical institutions in India. After completion of their post-graduation, their placements are ensured as teachers in an approved technical institution, thus providing them avenues to serve in an institution of their choice.

9. **Quality Improvement Programme** is being implemented with the objective of upgrading the expertise, qualification and capabilities of the faculty members of degree level technical institutions. The major activities under the QIP include

   (a) **Masters and Doctoral Programmes :** Under this scheme, faculty member of AICTE approved institutions are given opportunity to upgrade their qualifications. Certain selected institutions offer Masters and Ph.D Programmes to the faculty members and they are paid scholarships and contingency grant by the Council. Recently, the facility of pursuing Masters Degree programmes has been extended to approved polytechnic teachers also.

   (b) **Short Term Programme :** In order to upgrade the knowledge and skills of the teachers working in the different institutions in the country, AICTE provides Financial Assistance for organizing short term training programmes in the emerging areas of Engineering Technology / Pharmacy / Management etc.

   (c) **Curriculum Development :** The major QIP Centres are provided assistance to organize workshops for Curriculum Development. This leads to Model Curriculum, which is used as a base documents by many institutions

10. **AICTE-INAE Distinguished Visiting Professorship** AICTE and Indian National Academy of Engineers (INAE) have jointly initiated this scheme. Under this, highly experienced technical professionals from Industry visit technical institutes for short durations to give technical lectures for the benefit of students and faculty members. They also help in improving

curriculum design and in formulation and guidance on the projects for students.

POLICIES AND PROGRAMME

- Planning, Growth & Regulation of Technical Education
- Human Resource Development
- Quality Assurance and Excellence
- Promotion of R & D, linkages with Industry, National Labs & R&D Institutions
- Institutional thrust and Upgradation
- Rural Development Programmes
- Mission Oriented Programmes
- Strengthening Management & Governance Structure
- New Schemes and Enabling Components
- Resource Mobilisation

1. Human Resource Development

- Faculty and Staff Development
- Quality Improvement Programmes
- Career Awards and Doctoral Fellowships
- Emeritus Fellowships, Chairs and Visiting Professorships
- Dissemination of Technology - Seminars
- Continuing Education Programmes
- Advanced Technician Programmes
- Technical Teacher Training and Learning Resource Centers

2. Quality Assurance and Excellence

- Infrastructure Development and Innovation
- Post Graduate Education and Research
- Curriculum Development and Publication of Technical Books
- Quality Assurance, Benchmarking and Accreditation
- Upgradation and Linkages with professional Bodies

3. Promotion of R&D, Linkages with Industry, National Labs and R&D Institutions

- Linkages with industry, National labs and R&D Institutions
- Nurturing future Technologies
- Emerging and Thrust Area Programmes
- Nationally Co-ordinated projects
- Research and Development
- Promotion of centers of excellence

4. Institutional Thrust and Upgradation

- Technical Institutions in the University Sector
- Upgradation of Government funded Engineering Colleges
- Modernisation and Removal of Obsolescence in Engineering institutions

5. Rural Development Programmes

- Rural Technology Skills and Facilities
- Rural Sanitation
- Rural Transportation and communication
- Upgradation of Rural Training
- Water Management

6. Mission Oriented Programmes

- Empowerment Programmes for women
- Programmes for the Physically Handicapped
- For Disadvantaged Groups and Tribal Population

7. Resource Mobilisation

- Creation of Cells for protection of Intellectual Property Rights (IPRS)
- Creation of Venture Capital type of empowerment fund
- Consultancy for Education Development
- Providing Technical Know-how to Developing Countries
- Training Programmes of foreign Students
- Augment Private Sector participation
- Setting up of Educational Development Bank
- Creation of Corpus fund

RESEARCH AND INSTITUTIONAL DEVELOPMENT (RID) BUREAU

Sections 10 (c), (d), (e) and (f) of the AICTE Act form the basis for RID Bureau activities.

10(c) - Allocation and disbursal of funds to technical institutions;

10(d) - promote innovations, R&D in established and new technologies; generation, adoption and adaptation of newer technologies to meet development requirements and for overall improvement of educational process;

10(e) - formulate schemes for promoting technical education for women, handicapped and weaker sections of the society; and

10(f) - promote an effective link between technical education system and other relevant systems including R&D organizations, industry and the community.

Under Clause 10 (c) and (d) the Council operates three schemes, namely, Modernisation and Removal of Obsolescence Scheme **(MODROBS)**,Research Promotion Scheme(s) (RPS) and Nationally Coordinated Projects **(NCP)**.

Under Clause 10 (c) and 10 (f) the Council operates schemes, viz. Industry Institute Partnership Cell **(IIPC),** Entrepreneurship and Management Development Programme **(EMD)** and National Facilities in Engineering & Technology with Industrial Collaboration **(NAFETIC).**

Towards fulfillment of its mandate the Council has constituted two Advisory Boards to assist in the implementation of specific programmes and schemes. The Boards consist of eminent scientists, engineers, technologists, academicians and industrialists and are as follows:

- Board of Research and Institutional Development (BORID)
- Board of Industry-Institute Interaction (BOIII)

The Council invites fresh proposals annually from the AICTE approved technical institutions such as: University Departments, Government Institutions, Grant-in-aid Institutions and Accredited Institutions in the private sector for financial assistance for the above mentioned schemes. Accreditation criteria is not mandatory for the five year old institutions located in J&K State and North-Eastern States.

R&D and TAPTEC Schemes have been reviewed by an AICTE constituted Expert Committee and replaced by the Research Promotion Scheme(s)- RPS. The application form for the RPS scheme for the year 2003-04 is available on the website or the form may be obtained from the seven regional

offices or Head Quarters. The proposals for the MODROBS Scheme are under processing. The IIPC, EMD, NAFETIC and NCP schemes will be advertised shortly.

As limited number of project proposals can be considered under research schemes, the Head of Institutes are requested to screen the proposals at their end and ensure that only quality proposals are submitted to the AICTE. Principal Investigators are also requested to carry out Literature and Patent searches- PRIOR ART SEARCH or interact with industry to identify REAL NEED-BASED areas of research.

National Board of Accreditation

The quality of engineering education within the country must be maintained at the highest possible level. AICTE continuously tries to achieve this objective. The National Board of Accreditation of AICTE aims to bring standards of some of the programmes offered in technical Institutions on par with programmes offered in Institutions across USA and Europe, by introducing a quality auditing system and establishing a datum for measuring the quality and excellence in engineering education. The National Board of Accreditation will periodically conduct evaluation of technical Institutions and Programs on the basis of guidelines, norms and standards specified by the Board and recommend to the Council regarding recognition or de-recognition of the Institution or programme.

Realising the value of accreditation, several institutions have volunteered to go through the rigorous process of audit. The uniqueness of the process is that the duration for which any programme or Institutions will have to maintain the quality and standard, if they wish to retain their accredited standard.

The accreditation exercise is designed to be rigorous with several inputs such as quality of teaching, level of research, faculty expertise, evaluation of teachers, standard of infrastructure available in the campus, such as hostel facility, library, medical facility etc. These are taken into consideration in order to help the visiting accreditation team of experts to have holistic approach and arrive at rational evaluation.

Review Questions:

1. What are the objectives of AICTE?
2. What are the policies and programmes of AICTE?
3. Specify the Faculty Development Schemes of AICTE.

NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE)

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions.

The National Policy on Education (NPE), 1986 and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No.73 of 1993) on the 17th August,1995.

Preamble

The National Council for Teacher Education has now been vested with statutory authority to take all such steps as it may think fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards of teacher education including preparation for pre-primary, primary, secondary and senior secondary stages of school education. The formulation of norms and standards for teacher education institutions preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons. Norms will help existing institutions offering teacher education programs, to compare the provisions in their institutions with norms of the NCTE and take necessary action to correct deficiencies, if any. Norms will also help in proper planning of new institutions, programs and courses of teacher education.

Here, the norms and standards specify the 'Conditions' required for recognition, permission, and additional intake of seats.

Objective

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher

education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Organisational Structure

NCTE has its headquarder at New Delhi and four Regional Committees at Banglore, Bhopal, Bhubaneshwar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Reginal Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, inservice programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

Establishment of the Council

1) With effect from such date as the Central Government may, by notification in the Official Gazette, appoint, there shall be established a Council to be called the National Council for Teacher Education.

2) The Council shall be a body corporate by the name aforesaid, having perpetual succession and a common seal with power to contract and shall, by the said name, sue and be sued.

3) The head office of the Council shall be at Delhi and the Council may, with the previous approval of the Central Government, establish regional offices at other places in India.

4) The Council shall consist of the following Members, namely:-

    (a) a Chairperson to be appointed by the Central Government;

    (b) a Vice-Chairperson to be appointed by the Central Government;

    (c) a Member-Secretary to be appointed by the Central Government;

(d) the Secretary to the Government of India in the Department dealing with Education *ex-officio*;

(e) the Chairman, University Grants Commission established under section 4 of the University Grants Commission Act, 1956 (3 of 1956) or a member thereof nominated by him, *ex-officio*;

(f) the Director, National Council of Educational Research and Training, *ex-officio*;

(g) the Director, National Institute of Educational Planning and Administration, *ex-officio*;

(h) the Adviser (Education), Planning Commission, *ex-officio*;

(i) the Chairman, Central Board of Secondary Education, *ex-officio*;

(j) the Financial Adviser to the Government of India in the Department dealing with Education, *ex-officio*;

(k) the Member-Secretary, All-India Council for Technical Education, *ex-officio*;

(l) the Chairpersons of all Regional Committees, *ex-officio*;

(m) thirteen persons possessing experience and knowledge in the field of education or teaching to be appointed by the Central Government as under, from amongst the -

(i) Deans of Faculties of Education and Professors of Education in Universities - Four;

(ii) experts in secondary teacher education - One;

(iii) experts in pre-primary and primary teacher education - Three;

(iv) experts in non-formal education and adult education - Two;

(v) experts in the field of natural sciences, social sciences, linguistics, vocational education, work experience, educational technology and special education, by rotation, in the manner prescribed - Three

(n) nine Members to be appointed by the Central Government to represent the States and Union Territory Administrations in the manner prescribed;

(o) three Members of Parliament of whom one shall be nominated by the Chairman of the Council of States and two by the Speaker of the House of the People;

(p) three Members to be appointed by the Central Government from amongst teachers of primary and secondary education and teachers of recognised institutions.

It is hereby declared that the office of the Member of the Council shall not disqualify its holder for being chosen as or for being a member of either House of Parliament.

Functions of the Council

It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may -

- undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- make recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;
- co-ordinate and monitor teacher education and its development in the country;
- lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;
- lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;

- lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualification;
- lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;
- lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;
- promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institution;
- evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognised institutions;
- formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;
- take all necessary steps to prevent commercialisation of teacher education; and
- perform such other functions as may be entrusted to it by the Central Government.

Inspection

- For the purpose of ascertaining whether the recognised institutions are functioning in accordance with the provision of this Act, the Council may cause inspection of any such institution, to be made by such person as it may direct, and in such manner as may be prescribed.
- The Council shall communicate to the institution the date on which inspection under sub-section (1) is to be made and the institution shall be entitled to be associated with the inspection in such manner as may be prescribed

- The Council shall communicate to the said institution, its views in regard to the results of any such inspection and may, after ascertaining the opinion of that institution, recommend to that institution the action to be taken as a result of such inspection.
- All communications to the institution under this section shall be made to the executive authority thereof, and the executive authority of the institution shall report to the Council the action, if any, which is proposed to be taken for the purpose of implementing any such recommendation as is referred to in sub-section (3).

RECOGNITION OF TEACHER EDUCATION INSTITUTIONS

1) Every institution offering or intending to offer a course or training in teacher education on or after the appointed day, may, for grant of recognition under this Act, make an application to the Regional Committee concerned in such form and in such manner as may be determined by regulations:

   Provided that an institution offering a course or training in teacher education immediately before the appointed day, shall be entitled to continue such course or training for a period of six months, if it has made an application for recognition within the said period and until the disposal of the application by the Regional Committee.

2) The fee to be paid along with the application under sub-section (1) shall be such as may be prescribed.

3) On receipt of an application by the Regional Committee from any institution under sub-section (1), and after obtaining from the institution concerned such other particulars as it may consider neccessary, it shall-

   a. if it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions required for proper functioning of the institution for a course or training in teacher education, as may be determined by regulations, pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations; or

b. if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing recognition to such institution for reasons to be recorded in writing:

c. Provided that before passing an order under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the concerned institution for making a written representation.

4) Every order granting or refusing recognition to an institution for a course or training in teacher education under sub-section (3) shall be published in the Official Gazette and communicated in writing for appropriate action to such institution and to the concerned examining body, the local authority or the State Government and the Central Government.

5) Every institution, in respect of which recognition has been refused shall discontinue the course or training in teacher education from the end of the academic session next following the date of receipt of the order refusing recognition passed under clause (b) of sub-section (3).

6) Every examining body shall, on receipt of the order under sub-section (4), -

- grant affiliation to the institution, where recognition has been granted; or
- cancel the affiliation of the institution, where recognition has been refused.

PERMISSION FOR A NEW COURSE OR TRAINING BY A RECOGNISED INSTITUTION

1) Where any recognised institution intends to start any new course or training in teacher education, it may make an application to seek permission to the Regional Committee concerned in such form and in such manner as may be determined by regulations.

2) The fees to be paid along with the application under sub-section (1) shall be such as may prescribed.

3) On receipt of an application from an institution under sub-section (1), and after obtaining from the recognised institution such other particulars as may be considered necessary, the Regional Committee shall, -

- if it is satisfied that such recognised institution has adequate financial resources, accommodation, library, qualified staff, laboratory, and that it fulfils such other conditions required for proper conduct of the new course or training in teacher education, as may be determined by regulations, pass an order granting permission, subject to such conditions as may be determined by regulations; or
- if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing permission to such institution for reasons to be recorded in writing:

4) Provided that before passing an order refusing permission under sub-class (b), the Regional Committee shall provide a reasonable opportunity to the institution concerned for making a written representation.

5) Every order granting or refusing permission to a recognised institution for a new course or training in teacher education under sub-section (3), shall be published in the Official Gazette and communicated in writing for appropriate action to such recognised institution and to the concerned examining body, the local authority, the State Government and the Central Government.

AFFILIATING BODY TO GRANT AFFILIATION AFTER RECOGNITION OR PERMISSION BY THE COUNCIL

Notwithstanding anything contained in any other law for the time being in force, no examining body shall, on or after the appointed day,--

- grant affiliation, whether provisional or otherwise, to any institution; or
- hold examination, whether provisional or otherwise, for a course or training conducted by a recognised institution,

Unless the institution concerned has obtained recognition from the Regional Committee concerned, under section 14 or permission for a course or training under section 15.

Norms and Standards by NCTE for various teacher education programmes

1. The NCTE has prescribed norms and standards for the following teacher education courses which come under its purview:

(i) Pre school Teacher Education Programme

(ii) Nursery Teacher Education Programme

(iii) Elementary Teacher Education Programme

(iv) Bachelor of Elementary Education (B.El.Ed)

(v) Secondary Teacher Education Programme

(vi) Master of Education (M.Ed.) Programme

(vii) Master of Education (M.Ed.) Programme (part time)

(viii) Certificate in Physical Education (C.P.Ed.) Programme

(ix) Bachelor of Physical Education (B.P.Ed.) Programme

(x) Master of Physical Education (M.P.Ed.) Programme

(xi) B.Ed. (Open and Distance Learning System)

(xii) M.Ed. (Open and Distance Learning System)

2. The norms and standards herein notified are minimum and essential. The institution may strengthen further the physical and instructional infrastructure.

3. These norms and standards shall also apply to the institutions that have already been recognised by the National Council for Teacher Education and any reduction in intake, necessitated as a result of the ceiling in intake wherever indicated in these norms and standards, will be effected from the academic session following the publication of these Regulations. However, for any increase in intake due to refixation as per these norms and standards, such institutions shall be required to submit application in the prescribed format to the concerned Regional Committee before expiry of the last date prescribed.

4. No institution shall be permitted to apply for enhancement of its intake over and above the basic unit unless it has been granted permanent recognition and has continuously run teacher training programme or course for a period of three years.
5. If a request is received from the concerned State Government/UT administration for removal of any hardship caused in adhering to the norms and standards, the Council may, for reasons to be recorded in writing, relax any of the provisions of these norms and standards in respect of any class or category of institutions, to such extent and subject to such conditions, as may be considered necessary.

REGIONAL COMMITTEES

As envisaged in section 20 of the NCTE Act, there are four regional committees of the NCTE, looking after its statutory responsibilities in respect of teacher education institutions in the eastern, western, northern and southern regions. These are located at Bhubaneswar, Bhopal, Jaipur and Bangalore respectively, headed by a Regional Director. The Council may, if it considers necessary, establish with the approval of the Central Government, such other Regional Committees as it may deem fit.

Constitution of Regional Committee

NCTE Act prescribes the following constitution of the Regional Committee:

Section 20 (3) The Regional Committee shall consist of the following members, namely:-

(a) a member to be nominated by the Council;

(b) one representative from each of the States and the Union Territories of the region, to be nominated by the respective States and the Union Territories;

(c) such number of persons, having special knowledge and experience in matters relating to teacher education, as may be determined by regulations.

Section 20 (4) The Council shall nominate one of the members of the concerned Regional Committee to function as the chairperson of the said Committee.

Section 20 (5) The term of office of the members referred to in clause (c) and the allowances payable to such members shall be such as may be determined by regulations.

NCTE(number of persons to be nominated to Regional Committee, their term of office and allowance payable) Regulations notified on April 13,1996 provide for nomination of six persons, having special knowledge and experience in matters relating to teacher education, on the regional committee by the Chairperson of the Council for a term of two years from the date of their nomination or till fresh appointments are made, whichever is later.

Procedure to be followed by the Regional Committees

Regional Director is the convenor for the meetings of the Regional Committee.(ref. NCTE office orders of February 6, 1996). The convenor shall function under the overall supervision and guidance of the Chairman of the Regional Committee in so far as matters relating to convening, preparation of the agenda and minutes of meetings of the Regional Committees are concerned. Chairman, Regional Committee, shall fix the time, date and venue of the meetings of the Regional Committee. Notice convening the meetings of the Regional Committee shall be issued to all members 15 days prior to the date of the meeting. [ref. NCTE(procedure to be followed by the Regional Committees) Regulations notified on 24.2.1996].

All matters in the Regional Committee meetings shall be decided by consensus. In the event of difference of opinion, either on question of policy or interpretation or application of the eligibility conditions, norms, guidelines, orders of the Council, the matter shall be referred to the Council for consideration of the issues involved. [ref. NCTE (application for recognition, the manner for submission, determination of conditions for recognition of institutions and permission to start new course or training) Regulations notified on 24.2.1996.]

Functions:

Main functions of the regional committees are consideration of applications of teacher education institutions for recognition, permission for starting a new course or training in teacher education, increase in annual intake

of an institution, withdrawal of recognition of an institution for contravention of provisions of the NCTE Act and other matters connected therewith, as envisaged in Sections 14, 15,17 and 20(6) of the Act which are reproduced below:

Section 14: Recognition of Institutions offering Course or Training in Teacher Education

1. Every institution offering or intending to offer a course or training in teacher education on or after the appointed day, may, for grant of recognition under this Act, make an application to the Regional Committee concerned in such form and in such manner as may be determined by regulations:

   Provided that an institution offering a course or training in teacher education immediately before the appointed day, shall be entitled to continue such course or training for a period of six months, if it has made an application for recognition within the said period and until the disposal of the application by the Regional Committee.

2. The fee to be paid along with the application under sub-section (1) shall be such as may be prescribed.

3. On receipt of an application by the Regional Committee from any institution under sub-section (1), and after obtaining from the institution concerned such other particulars as it may consider necessary, it shall--

   (a) if it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions required for proper functioning of the institution for a course or training in teacher education, as may be determined by regulations, pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations; or

   (b) if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing recognition to such institution for reasons to be recorded in writing:

   Provided that before passing an order under sub-clause (b), the Regional Committee shall provide a reasonable

opportunity to the concerned institution for making a written representation.

4. Every order granting or refusing recognition to an institution for a course or training in teacher education under sub-section (3) shall be published in the Official Gazette and communicated in writing for appropriate action to such institution and to the concerned examining body, the local authority or the State Government and the Central Government.
5. Every institution, in respect of which recognition has been refused shall discontinue the course or training in teacher education from the end of the academic session next following the date of receipt of the order refusing recognition passed under clause (b) of sub-section (3).
6. Every examining body shall, on receipt of the order under sub-section (4), -
   (a) grant affiliation to the institution, where recognition has been granted, or
   (b) cancel the affiliation of the institution, where recognition has been refused.

Section 15: Permission for a New course or Training by a recognised Institution

1. Where any recognized institution intends to start any new course or training in teacher education, it may make an application to seek permission therefore to the Regional Committee concerned in such form and in such manner as may be determined by regulations.
2. The fees to be paid along with the application under sub-section (1) shall be such as may be prescribed. On receipt of an application from an institution under sub-section(1), and after obtaining from the recognised institution such other particulars as may be considered necessary, the Regional Committee shall,-
   a. if it is satisfied that such recognised institution has adequate financial resources, accommodation, library, qualified staff, laboratory, and that it fulfils such other conditions required for proper conduct of the new course or training in teacher

education, as may be determined by regulations, pass an order granting permission, subject to such conditions as may be determined by regulation; or

b. if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing permission to such institution, for reasons to be recorded in writing:

   Provided that before passing an order refusing permission under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the institution concerned for making a written representation.

3. Every order granting or refusing permission to a recognised institution for a new course or training in teacher education under sub-section (3), shall be published in the Official Gazette and communicated in writing for appropriate action to such recognised institution and to the concerned examining body, the local authority, the State Government and the Central Government.

PROCEDURE FOR APPLICATION FOR RECOGNITION

(1) Every institution offering or intending to offer a course or training in teacher education shall make an application for recognition to the concerned regional committee in the prescribed format (in triplicate) which can be obtained from the office of the regional committee by sending a demand draft of Rs.100 in favour of the Regional Director of the concerned regional committee. A copy of the format can also be downloaded from the NCTE(application for recognition, manner of submission, determination of conditions for recognition of institutions and permission for starting a new course or training) Regulations notified on 24.2.1996 and cost of the form may be deposited with the regional committee office along with the application fee at the time of submission of application.

(2) Where any recognised institution intends to increase its intake of students, it shall make an application to the regional committee concerned in the prescribed format.

(3) Applications for recognition of a new institution or for permission to a recognised institution to increase intake of an existing course or training or to start a new course or training in teacher education shall be submitted to the regional committee concerned along with a No Objection Certificate (NOC) from the State Government|UT Administration concerned.

(4) Applications for recognition of institution or for permission for increase in intake or for starting a new course/institution in teacher education shall also be accompanied by application fee of Rs.1000 (Rupees one thousand only) in case of existing instituti0n or Rs.5000(Rupees five thousand only) in case of new institution and shall be in the form of Demand Draft drawn in favour of the Regional Director of the concerned regional committee.(ref.Rule 9 of the NCTE Rules).

(5) Applications for recognition/permission for starting a new institution/course or training in teacher education or for increase in the approved intake for an existing course, complete in all respects, must reach the office of the regional committee concerned at lease four months before the scheduled date of commencement of the next academic session.[ref.NCTE(application for recognition, the manner for submission, determination of conditions for recognition of institutions and permission to start new course or training) Regulations notified on 24.2.1996 and as amended by NCTE notification dated 29.12.1998.

It is worth mentioning that the NCTE has been taking all necessary steps for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards of teacher education, both in regular and distance education stream. The achievement of NCTE is quite visible that almost all teacher education institutions now are equipped with minimum necessary infrastructure prescribed by the NCTE to offer quality teacher education programme.

Review Questions:

1. What are the objectives of NCTE?
2. What are the functions of NCTE?
3. Describe the procedure for getting recognition of teacher education institutions.
4. What are the Regional Committees of NCTE?



UNIT – IV

MEDICAL COUNCIL OF INDIA

The Medical Council of India was established in 1934 under the Indian Medical Council Act, 1933, with the main function of establishing uniform standards of higher qualifications in medicine and recognition of medical qualifications in India and abroad. It was felt that the provisions of Indian Medical Council Act were not adequate to meet with the chalienges posed by the very fast development and the progress of medical education in the country. As a result, in 1956, the old Act was repealed and a new one was enacted. This was further modified in 1964, 1993 and 2001.

The objectives of the Council are as follows.

1. Maintenance of uniform standards of medical education, both undergraduate and postgraduate.
2. Recommendation for recognition/de-recognition of medical qualifications of medical institutions of India or foreign countries.
3. Permanent registration/provisional registration of doctors with recognised medical qualifications,
4. Reciprocity with foreign countries in the matter of mutual recognition of medical qualifications.

Constitution of the Council

Under Section 3(1) of the Indian Medical Council Act, 1956, the Council consists of the following members, namely :

a. One member from each State other than a Union Territory to be nominated by the Central Government in consultation with the State Government concerned.

b. One member from each University, to be elected from amongst the members of the medical faculty of the University by members of the Senate of the University or in case the University has no senate, by members of the Court.

c. One member from each State in which a State Medical Register is maintained, to be elected from amongst themselves by persons enrolled

on such Register who possess the medical qualifications included in the First and Second Schedule or in Part-II of the Third Schedule.

d. Seven members to be elected from amongst themselves be persons who possess the medical qualifications included in Part I of the Third Schedule.

e. Eight members to be nominated be the Central Govt.

The President and Vice-President of the Council shall be elected by the members of the Council from amongst themselves.

Functions and Objectives

1. Inspection/visitation with a view to maintain proper standard of medical education in India.
2. Permission to start new medical colleges, new Courses including P.G. or Higher Courses, increase of seats etc.
3. Recognition/de-recognition of
    a. Indian Qualifications
    b. Foreign qualifications
4. Indian Medical Register
    - Maintenance of All India Medical Register of persons who hold any of the recognised medical qualification or for the time being registered with any of the State Medical Councils or Medical Council of India.
5. Registration
    a. Permanent registration
    b. Provisional registration
    c. Registration of Additional Qualification.
    d. Issue of Good Standing Certificates for doctors going abroad.

Procedure for Registration

The Council issues Provisional Registration u/s 25(2) of the I.M.C. Act, 1956 to the candidates possessing recognised medical qualifications awarded by the Indian Universities to undergo one year internship training provided the candidates submits a copy of pass certificate and NOC. from the Dean of the college and the required fee by a Bank Draft in favour of Secretary, Medical Council of India.

The Council issues Permanent Registration u/s 23 of the I.M.C. Act, 1956 to the candidates possessing recognised medical qualifications awarded by the Indian Universities provided the candidate surrender Provisional Registration certificate (in original), Internship Completion Certificate and the required fee by a Bank Draft in favour of Secretary, Medical Council of India.

The Council issues Conditional Provisional Registration u/s 25(1) of the I.M.C. Act, 1956 to the Candidates possessing recognised foreign medical qualification to undergo one year internship training provided the candidate submits the copy of degree, passport and 10+2 mark sheet or its equivalent (in original) with the required fee by a Bank Draft in favour of Secretary, Medical Council of India subject to verification of degree, passport and 10+2 mark sheet or its equivalent from the authorities concerned.

If the Council receives the authenticity of the documents from the authority concerned, the Council issues Permanent Registration u/s 13(3) of the I.M.C. Act, 1956 to the candidate possessing recognized foreign medical qualification provided the candidate surrenders the Provisional Registration Certificate and submits a copy of one year internship training certificate, with the required fee by a Bank Draft in favour of Secretary, Medical Council of India and the prescribed form duly filled by the candidate.

The act lays down the provision relating to Admission, Selection, Migration and Training of Graduate and Postgraduate Medical Education Programmes. It also provides General Conditions to be observed by Postgraduate Teaching Institutions.

It also lays down the procedure regarding starting of postgraduate medical courses and their recognition. The teachers' eligibility qualification has also been prescribed by the act.

List of Certificates, Reports, Notifications etc. Issued by Doctors for the Purposes of Various Acts / Administrative Requirements

- Under the acts relating to birth, death or disposal of the dead.
- Under the Acts relating to Lunacy and Mental Deficiency and under the Mental illness Act and the rules made thereunder.
- Under the Vaccination Acts and the regulations made thereunder.
- Under the Factory Acts and the regulations made thereunder.
- Under the Education Acts.
- Under the Public Health Acts and the orders made thereunder.
- Under the Workmen's Compensation Act and Persons with Disability Act.
- Under the Acts and orders relating to the notification of infectious diseases.
- Under the Employee's State Insurance Act.
- In connection with sick benefit insurance and friendly societies.
- Under the Merchant Shipping Act.
- For procuring / issuing of passports.
- For excusing attendance in courts of Justice, in public services, in public offices or in ordinary employment.
- In connection with Civil and Military matters.
- In connection with matters under the control of Department of Pensions.
- In connection with quarantine rules.
- For procuring driving licence.

INDIAN MEDICAL REGISTER

The Medical Council of India – statutory body – is entrusted among other things; to maintain an **Indian Medical Register (IMR)** under Section 23 of the

Indian Medical Register Act 1956, in respect of Medical Practitioners duly registered with a State Medical Council or Medical Council of India.

Indian Medical Register :-

(1) The Registrar shall maintain the Indian Medical Register and it shall bear the seal of the council.

(2) The Indian Medical Register shall also bear a preface which shall contain a covering page with the seal of the council, names of the State Medical Councils with whose Registers the Indian Medical Register has been compiled.

Intimation of Registration by State Medical Councils

All the State Medical Councils shall intimate to the Council as soon as a medical practitioner is fully registered with the respective State Medical Councils. All State Medical Councils shall also intimate to the Council immediately regarding any change in name or registration of Additional qualifications or address or removal of name, as envisaged under sub-section (1) of section 24, of a medical practitioner registered with the respective State Medical Councils as and when received.

Publication of Supplements to Indian Medical Register

Supplements to the Indian Medical Register shall be published every year and the Indian Medical Register shall be revised and published every five years.

Direct Registration

1. Application for direct registration with the Council, as envisaged under section 23, may be received in Form A, in duplicate, annexed to these regulations.
2. A fee as fixed from time to time with the approval of the Central Government shall be chargeable as Registration fee.
3. The following documents shall be sent along with the application

a. Copy of Degree or Diploma or Certificate from the Head of the Institution (Provisional Certificate).

b. Certificate of Post-examination practical training.

4. A Certificate in form B annexed to these regulations shall be issued by the Registrar under his seal, to all persons who are directly registered with the Council and a copy of the said certificate shall be forwarded to the State Medical Council concerned for inclusion of the name in the State Medical Register.

Provisional Registration

The names of provisionally registered medical practitioners should be borne on a separate list maintained for the purpose and they shall not be included in the State Medical Registers.

Registration of Additional Qualifications

Application for registration of additional qualification in the Indian Medical Register may be received direct by the Council in Form C annexed to these regulations. A fee as fixed from time to time with the approval of the Central Government may be charged for registration of additional qualification either in substitution for or in addition to any entry previously made. Copy of Degree/Diploma duly attested shall be sent along with the application.

Residuary Provision

Matters relating to the conditions of service of the Registrar and other employees of the Council with respect to which no express provisional has been made in the regulations shall be as per the rules applicable to officers and employees of Central Government.

Regulations relating to the Professional Conduct, Etiquette and Ethics for Registered Medical Practitioners.

1. CODE OF MEDICAL ETHICS

Declaration: Each applicant, at the time of making an application for registration under the provision of Act, shall be provided a copy of the declaration and shall submit a duly signed Declaration as provided in Appendix1. The applicant shall also certify that he/she had read and agreed to abide by the same.

Duties and Responsibilities of the Physician

A **Physician** is one who is a Doctor with qualification of MBBS or MBBS with post graduate degree/diploma or with equivalent qualification on any medical discipline.

- A physician shall uphold the dignity and honour of his profession.
- To render service to humanity. Reward or financial gain is a subordinate consideration.
- He should be an upright man, instructed in the art of healings.
- He shall keep himself pure in character and be diligent in caring for the sick;
- He should be modest, sober, patient prompt in discharging his duty without anxiety;
- He should conduct himself with propriety in his profession and in all the action of his life.
- Patience, delicacy and secrecy should characterize the physician. Confidences concerning individual or domestic life entrusted by patients to a physician and defects in the disposition or character of patients observed during medical attendance should never be revealed unless their revelation is required by the laws of the State.
- The physician should neither exaggerate nor minimize the gravity of a patient's condition.
- The physician should respond to any request of patient for his assistance in an emergency.
- When a patient is referred to a specialist by the attending physician, a case summary of the patient should be given to the specialist, who should communicate his opinion in writing to the attending physician.
- No person other than a doctor having qualification recognized by Medical Council of India and registered with Medical Council of India/State Medical Council(s) is allowed to practice modern system of Medicine or Surgery. A person obtaining qualification in any other system of Medicine is not allowed to practice Modern system of Medicine in any form.

Maintaining Good Medical Practice

The Principal objective of the medical profession is:

- To render service to humanity with full respect for the dignity of profession and individual.
- Physicians should merit the confidence of patient entrusted to their care, rendering to each a full measure of service and devotion.
- Physician should try continuously to improve medical knowledge and skills and should make available to their patients and colleagues the benefits of their professional attainments.
- The physician should practice methods of healing founded on scientific basis and should not associate professionally with anyone who violates this principle.
- The responsibilities of the physician extend not only to individuals but also to the society.

Membership in Medical Society

For the advancement of the profession, a physician should affiliate with association and societies of allopathic medial professions and involves actively in the functioning such bodies.

A Physician should participate in professional meetings as part of Continuing Medical Education programmes, for at least 30 hours every five years, organized by reputed professional academic bodies or any other authorized organizations. The compliance of this requirement shall be informed regularly to Medical Council of India or the State Medical Council as the case may be.

Maintenance of Medical Records

- Every physician shall maintain the medical records pertaining to his/her indoor patients for a period of 3 years from the date of commencement of the treatment in a standard proforma laid down by the Medical Council of India as given in Appendix 3.
- If any request is made for medical records either by the patients/authorized attendant or legal authorities involved, the same may

be duly acknowledged and documents shall be issued within the period of 72 hours.

- A registered medical practitioner shall maintain a Register of Medical Certificates giving full details of certificates issued. When issuing a medical certificate he/she shall always enter the identification marks of the patient and keep a copy of the certificate. He/She shall not omit to record the signature and/or thumbmark, address and least one identification mark of the patient on the medical certificates or report. The medical certificate shall be prepared as in Appendix 2.
- Efforts shall be made to computerize medical records for quick retrieval.

Display of Registration Numbers

- Every physician shall display the registration number accorded to him by the State Medical Council / Medical Council of India in his clinic and in all his prescriptions, certificates, money receipts given to his patients.
- Physician shall display as suffix to their names only recognized medical degrees or such certificates/diplomas and memberships/honours which confer professional knowledge or recognizes any exemplary qualification/ achievements.

Use of Generic names of drugs: Every physician should, as far as possible, prescribe drugs with generic names and he/ she shall ensure that there is a rational prescription and use of drugs.

Highest Quality Assurance in patient care: Every physician should aid in safeguarding the profession against admission to it of those who are deficient in moral character or education. Physician shall not employ in connection with his professional practice any attendant to who is neither registered nor enlisted under the Medical acts in force and shall nor permit such persons to attend, treat or perform operations upon patients wherever professional discretion or skill is required.

Exposure of Unethical Conduct: A Physician should expose, without fear or favour, incompetent or corrupt, dishonest or unethical conduct on the part of members of the profession.

Payment of Professional Services: The physician engaged in practice of medicine shall give priority to the interest of patients. The personal financial interests should not conflict with the medical interests of the patients. A physician should announce his fees before rendering service and not after the operation or treatment is under way. Physician rendering service on behalf of the State shall refrain from anticipating any consideration.

Evasion of Legal Restriction: The Physician shall observed the laws of the country in regulating the practice of medicine and shall nor assist others to evade such laws.

DUTIES OF PHYSICIAN TO THE PUBLIC AND TO THE PARAMEDICAL PROFESSION

Physician as Citizens : Physicians, as good citizens, possessed of special training should disseminate advice on public health issues. They should play their part in enforcing the laws of the community and in sustaining the institutions that advance the interests of humanity. They should particularly co-operate with the authorities in the administration of sanitary / public health laws and regulations.

Public and Community Health : Physicians, especially those engaged in public health work, should enlighten the public concerning quarantine regulations and measures for the prevention of epidemic and communicable diseases. At all times the physician should notify the constituted public health authorities of every case of communicable disease under his care in accordance with the laws, rules and regulations of the health authorities. When an epidemic occurs a physician should not abandon his duty for fear of contracting the disease himself.

Pharmacists / Nurses: Physicians should recognize and promote the practice of different paramedical services such as, pharmacy and nursing as professions and should seek their cooperation wherever required.

UNETHICAL ACTS

A physician shall not aid or commit any of the following acts which shall be construed as unethical:

- Soliciting of patients directly or indirectly, by a physician, by a group of physicians or by institutions or organizations is unethical.
- Printing of self photograph, or any such material of publicity in the letter head or on sign board of the consulting room or any such clinical establishment shall be regarded as acts of self advertisement and unethical conduct on the physician.
- A physician may present surgical instruments, appliances and medicine or Copyright applications, methods and procedures. However, it shall be unethical if the benefits of such patents or copyrights are not made available in situations where the interest of large population is involved.

PUNISHMENT AND DISCIPLINARY ACTION

It is made clear that any complaint with regard to professional misconduct can be brought before the appropriate Medical Council for Disciplinary action. Upon receipt of any complaint of professional misconduct, the appropriate Medical Council would hold an enquiry and give opportunity to the registered medical practitioner to be heard in person or by pleader. If the medical practitioner is found to be guilty of committing professional misconduct, the appropriate Medical Council may award such punishment as deemed necessary or may direct the removal altogether or for a specified period, from the register of the name of the delinquent registered practitioner.

In case the punishment of removal from the register is for a limited period, the appropriate Council may also direct that the name so removed shall be restored in the register after the expiry of the period for which the name was ordered to be removed.

INDIAN COUNCIL OF MEDICAL RESEARCH

The Indian Council of Medical Research (ICMR), New Delhi, the apex body in India for the formulation, coordination and promotion of biomedical research, is one of the oldest medical research bodies in the world.

As early as in 1911, the Government of India set up the Indian Research Fund Association (IRFA) with the specific objective of sponsoring and coordinating medical research in the country. After independence, several important changes were made in the organisation and the activities of the IRFA. It was redesignated in 1949 as the Indian Council of Medical Research (ICMR) with considerably expanded scope of functions. The ICMR is funded by the Government of India through the Ministry of Health & Family Welfare.

The Council's research priorities coincide with the National health priorities such as control and management of communicable diseases, fertility control, maternal and child health, control of nutritional disorders, developing alternative strategies for health care delivery, containment within safety limits of environmental and occupational health problems; research on major non-communicable diseases like cancer, cardiovascular diseases, blindness, diabetes and other metabolic and haematological disorders; mental health research and drug research (including traditional remedies). All these efforts are undertaken with a view to reduce the total burden of disease and to promote health and well-being of the population.

The Governing Body of the Council is presided over by the Union Health Minister. It is assisted in scientific and technical matters by a Scientific Advisory Board comprising eminent experts in different biomedical disciplines. The Board, in its turn, is assisted by a series of Scientific Advisory Groups, Scientific Advidsory Committees, Expert Groups, Task Forces, Steering Committees *etc.* which evaluate and moniter different research activities of the Council.

The Council promotes biomedical research in the country through intramural as well as extramural research. Over the decades, the base of extramural research and also its strategies have been expanded by the Council.

Intramural research is carried out currently through the Council's (i)21 Permanent Research Institutes/Centres which are mission-oriented national institutes located in different parts of India and address themselves to research

on specific areas such as tuberculosis, leprosy, cholera and diarrhoeal diseases, viral diseases including AIDS, malaria, kala-azar, vector control, nutrition, food & drug toxicology, reproduction, immunohaematology, oncology, medical statistics, *etc.* and (ii) 6 Regional Medical Research Centres which address regional health problems, and also aim to strengthen or generate research capabilities in different geographic areas of the country.

Extramural research is promoted by ICMR through (i) Setting up Centres for Advanced Research in different research areas around existing expertise and infrastructure in selected departments of Medical Colleges, Universities and other non-ICMR Research Institutes.(ii) Task force studies which emphasise a time-bound, goal-oriented approach with clearly defined targets, specific time frames, standardized and uniform methodologies, and often a multicentric structure.(iii) Open-ended research on the basis of applications for grants-in-aid received from scientists in non-ICMR Research Institutes, Medical colleges, Universities *etc.* located in different parts of the country.

In addition to research activities, the ICMR encourages human resource development in biomedical research through (i) Research Fellowships (ii) Short-Term Visiting Fellowships. (iii) Short-Term Research Studentships. (iv) Various Training Programmes and Workshops conducted by ICMR Institutes and Headquarters.

For retired medical scientists and teachers, the Council offers the position of Emeritus Scientist to enable them to continue or take up research on specific biomedical topics. The Council also awards prizes to Indian scientists, in recognition of significant contributions to biomedical research. At present, the Council offers 38 awards, of which 11 are meant exclusively for young scientists (below 40 years).

In the context of the changing public health scene, the balancing of research efforts between different competing fields, especially when resources are severely limited, is a typical problem encountered in the management of medical research, particularly in developing countries. Infectious diseases and excessive population growth have continued to constitute the major priorities to be addressed in medical research throughout the past several decades. In addition to tackling these issues, in recent years, research has been intensified progressively on emerging health problems such as Cardiovascular diseases, Metabolic disorders (including diabetes mellitus), Mental health problems,

Neurological disorders, Blindness, Liver diseases, Hearing impairment, Cancer, Drug abuse, Accidents, Disabilities *etc.*. Research on Traditional Medicine/Herbal Remedies was revived with a disease-oriented approach. Attempts have been made to strengthen and streamline Medical Informatics and Communication to meet the growing demands and needs of the biomedical community. The Council is alert to new diseases and new dimensions of existing diseases, as exemplified by the rapid organization of a network of Surveillance Centres for AIDS in different states of India in 1986.

Review Questions:

1. What are the functions and objectives of Medical Council of India?
2. What is the procedure for registration as member in the Council?
3. What are the regulations relating to professional conduct and ethics for registered medical practitioners?
4. What are the functions of ICMR?



INDIAN NURSING COUNCIL

The Indian Nursing Council is a statutory body constituted under the Indian Nursing Council Act, 1947. The Council is responsible for regulation and maintenance of a uniform standard of training for Nurses, Midwives, Auxilliary Nurse-Midwives and Health Visitors. The Council prescribes the syllabus and regulations for various nursing courses.

The inspection of Nursing Schools and Examination Centres is done to maintain uniformity and the requisite standard of Nursing Education in the country. During the year 1998-99, 81 Nursing institutions were proposed for inspection, out of which 61 Nursing Institutes including 8 Colleges of Nursing were inspected. According to information collected by the Indian Nursing Council, the total number of qualified nursing personnel in the State Registers upto 31st Dec., 1996 are as follows:

Nurses : 5,65,696

Auxilliary Nursing & Midwives : 2,83,168

Health Visitors : 26,578

Constitution and Composition of the Council

1) one nurse enrolled in a State register elected by each State Council.

2) two members elected from among themselves by the heads of institutions recognised by the Council for the purpose of this clause in which training is given-

    (i) for obtaining a University degree in nursing; or

    (ii) in respect of a post-certificate course in the teaching of nursing and in nursing administration;]

3) one member elected from among themselves by the heads of institutions in which health visitors are trained;

4) one member elected by the Medical Council of India

5) one member elected by the Central Council of the Indian Medical Association

6) one member elected by the Council of the Trained Nurses Association of India ;

7) one midwife or auxiliary nurse-midwife enrolled in a State register, elected by each of the State Councils in the four groups of States mentioned below, each group of States being taken in rotation in the following order, namely: -

    (i) Kerala, Madhya Pradesh,Uttar Pradesh and Haryana,

    (ii) Andhra Pradesh, Bihar, Maharashtra and Rajasthan,

    (iii) Karnataka, Punjab, Himachal Pradesh and West Bengal,

    (iv) Assam, Gujrat, Tamil Nadu and Orissa

8) the Director General of Health Services, ex-officio;

9) the Chief Principal Matron, Medical Directorate, General Headquarters, ex officio ;

10) the Chief Nursing Superintendent, office of the Director-General of Health Services, ex officio;

11) the Director of Maternity and Child Welfare, Indian Red Cross Society, ex officio; the Chief Administrative Medical Officer (by whatever name called) of each State other than a Union territory, ex Officio;

12) the Chief Administrative Medical Officer (by whatever name called) of each State other than a Union territory, ex Officio;

13) the Superintendent of Nursing Services (by whatever name called), ex officio, from each of the States in the two groups mentioned below, each group of States being taken in rotation in the following order, namely:

    (i) Andhra Pradesh, Assam, Maharashtra, Madhya Pradesh, Tamil Nadu, Uttar Pradesh, West Bengal and Haryana ;

    (ii) Bihar, Gujrat, Himachal Pradesh, Kerala, Karnataka, Orissa, Punjab and Rajasthan;

14) four members nominated by the Central Government, of whom at least two shall be nurses, midwives or health visitors enrolled in a State register and one shall be an experienced educationalist ;

15) three members elected by Parliament, two by the House of the People from among its members and the other by the Council of States from among its members.

Election of the President: The President of the Council shall be elected by the members of the Council from among themselves.

Incorporation of the Council

The Council constituted under section 3 shall be a body corporate by the name of the Indian Nursing Council having perpetual succession and a common seal, with power to acquire property both movable and immovable, and shall by the said name sue and be sued.

Term of Office and Casual Vacancies

1) Subject to the provisions of this section, an elected or nominated member, other than a nominated President, shall hold office for a term of five years from the date of his election or nomination or until his successor has been duly elected or nominated, whichever is longer.

2) An elected or nominated member may at any time resign his membership by writing under his hand addressed to the President, and the seat of such member shall thereupon become vacant.

3) An elected or nominated member shall be deemed to have vacated his seat if he is absent without excuse sufficient in the opinion of the Council from three consecutive meetings of the Council where the interval between the first and third of the said meetings exceeds six months.

4) A casual vacancy in the Council shall be filled by fresh election or nomination, as the case may be, and the person elected or nominated to fill the vacancy shall hold office only for the remainder of the term for which the member whose place he takes was elected or nominated.

5) Members of the Council shall be eligible for re-election or renomination.

Officers, Committees and Servants of the Council

1. The Secretary of the Council (who may also, if it is deemed expedient by the Council, act as Treasurer) shall, for three years from the first constitution of the Council, be a person appointed by the Central Government and shall hold office during the pleasure of the Central Government.

2. The Council shall-

(a) elect from among its members a Vice-President;

(b) constitute from among its members an Executive Committee and such other committees for general or special purposes as the Council deems necessary to carry out the purposes of this Act ;

(c) subject to the provisions of sub-section (1), appoint a Secretary, who may also. if deemed expedient, act as Treasurer;

(d) appoint or nominate such other officers and servants as the Council deems necessary to carry out the purposes of this Act ;

(e) require and take from the Secretary, or from any other officer or servant, such security for the due performance of his duties as the Council deems necessary;

(f) with the previous sanction of the Central Government, fix the fees and allowances to be paid to the President. Vice President and members and the pay and allowances of officers and servants of the Council.

The Executive Committee

- The Executive Committee shall consist of nine members, of whom seven shall be elected by the Council from among its members.
- The President and Vice-President of the Council shall be members ex officio of the Executive Committee, and shall be President and Vice-President, respectively, of that Committee.
- In addition to the powers and duties conferred and imposed upon it by this Act, the Executive Committee shall exercise and dis-charge such powers and duties as the Council may confer or impose upon it by any regulations which may be made in this behalf.

Indian Nurses Register

(1) The Council shall cause to be maintained in the prescribed manner a register of nurses, midwives, auxiliary nurse midwives and health visitors to be known as the Indian Nurses Register, which shall contain the names of all persons who are for the time being enrolled on any State register.

(2) It shall be the duty of the Secretary of the Council to keep the Indian Nurses Register in accordance with the provisions of this Act, and from time to time, to revise the register and publish it in the Gazette of India and in such other manner as may be prescribed.

(3) Such register shall be deemed to be a public document within the meaning of the Indian Evidence Act, 1872 (1 of 1872), and may be proved by a copy published in the Gazette of India.

(4) Supply of copies of State registers. Each State Council shall supply to the Council twenty printed copies of the State register as soon as may be after the 1st day of April of each year and inform the Council without delay of all additions to, and other amendments in, the State register made from time to time.

Powers of the Council to make Regulations

1) the management of the property of the Council and the maintenance and audit of its accounts ;

2) the manner in which elections referred to in sub-section (2) of section 5 and in clause (a) of sub-section (2) of section 8 shall be conducted;

3) the summoning and holding of the meetings of the Council, the times and places at which such meetings shall be held, the conduct of business thereat and the number of members necessary to constitute a quorum ;

4) prescribing the functions of the Executive Committee, the summoning and holding of meetings thereof, the times and places at which such meetings shall be held, and the number of members necessary to constitute a quorum;

5) prescribing the powers and duties of the President and the Vice-President ;

6) prescribing the tenure of office and the powers and duties of the Secretary and other officers and servants of the Council; prescribing the powers and duties of inspectors;

7) prescribing the standard curricula for the training of nurses, midwives and health visitors, for training courses for teachers of nurses, midwives and health visitors, and for training in nursing administration ;

8) prescribing the conditions for admission to courses of training as aforesaid ;

9) prescribing the standards of examination and other requirements to be satisfied to secure for qualifications recognition under this Act ;

10) any other matter which is to be or may be prescribed under this Act.

Review Questions:

1. What are the objectives and functions of Nursing Council?
2. What are the powers of the Nursing Council to make regulations?



DENTAL COUNCIL OF INDIA

The Council is a body corporate by the name of the Dental Council of India, having perpetual succession and a common seal, with power to acquire and hold property both movable and immovable and shall by the said name sue and be sued. The Dental Council of India was established in 1948.

From three dental colleges prior to 1997, today there are 170 dental colleges in the country, which is the highest in the world. Around 10,000 dentists pass out of these colleges every year.

To keep more than 50,000 dentists in the country abreast of the latest technological advancement in dentistry, the Dental Council of India (DCI) has proposed compulsory Continuous Dental Education (CDE) and re-registration of dentists every five years. To ensure quality of the programme, the organisers of CDE would have to get the programme approved by the DCI.

A dentist once registered with DCI, is protected by virtue of law to practice without any compulsion to update himself. But he has a social obligation to treat patients with the latest technology and indulge only in safe practice. This would ensure patients safety and quality of care."

Constitution and Composition of Council

The Central Government shall as soon as may be constitute Council consisting of the following members, namely:-

(a) one registered dentist possessing a recognized dental qualification elected by the dentists registered in Part A of each [State] register;

(b) one member elected from amongst themselves by the members of the Medical Council of India;

(c) not more than four members elected from among themselves by-

- Principles, Deans, Directors and Vice-Principals of dental colleges in the States training students for recognized dental qualifications; Provided that not more than one member shall be elected from the same dental college;

- Heads of dental wings of medical colleges in the States training students for recognized dental qualification;

(d) one member from each University established by law in the State which grants a recognized dental qualification to be elected by the member of the Senate of the University or in case the University has no Senate by the member of the court from amongst the members of the Dental Faculty of the University or in case the University has no Dental Faculty, from amongst the members of the Medical Faculty thereof;

(e) one member to represent each State nominated by the Government of each such State from among persons registered either in a medical register or a dental register of the State;

(f) six members nominated by the Central Government of whom at least one shall be registered dentist possessing a recognized dental qualification and practicing or holding an appointment in an institution for the training of dentists in a [Union territory], and at least two shall be dentists registered in Part B of a [State] register;

(g) the Director General of Health Service, ex. Officio]; Provided that pending the preparation of registers the [State] Governments may nominate to the first Council members referred to in parts (a) and (e) and the Central Government members referred to in part (f) out of persons who are eligible for registration in the respective registers and such persons shall hold office for such period as the [State] or Central Government may by notification in the Official Gazette, specify.

The Executive Committee

1) The Council shall constitute from among its members an Executive Committee and may so constitute other Committees for such general or special purposes as the Council considers necessary for carrying out its functions under this Act.

2) The Executive Committee shall consist of the President and Vice-President ex officio and the Director-General of Health Services ex officio and five other members elected by the Council.

3) The President and Vice-President of the Council shall be Chairman and Vice-Chairman respectively, of the Executive Committee.

4) A member of the Executive Committee shall hold office as such until the expiry of his term of office as member of the Council but subject to his being a member of the Council he shall be eligible for re-election.

5) In addition to the powers and duties conferred and imposed on it by this Act, the Executive Committee shall exercise and discharge such powers and duties as may be prescribed.

Recognition of Dental qualification

(1) The dental qualifications granted by any authority or institution in India, which are included in Part I of the Schedule shall be recognized dental qualifications for the purposes of this Act.

(2) The Council may enter into negotiations with any authority or institution in any State or country outside India which by law of any such State or country is entrusted with the maintenance of a register of dentists for the settling of a scheme of reciprocity for the recognition of dental qualification and in pursuance of any such scheme the Central Government may by notification in the Official Gazette, declare that any such qualification granted by any authority or institution in any such State or country or such qualification only when granted after a specified date, shall be a recognised dental qualification for the purpose of this Act, and such notification may provided for an amendment of the Schedule and may also direct that any such dental qualification as is specified in the notification shall be entered in the Schedule as so amended.

(3) The Central Government may after consultation with the Council by notification in the Official Gazette amend the Schedule by directing that an entry be made therein in respect of any dental qualification declaring that it shall be a recognised dental qualification only when granted before a specified date.

Qualification of Dental Hygienists

Any authority in a State which grants a qualification for dental hygienists may apply to the Council to have such qualification recognised and the Council may after such inquiry if any as it thinks fit and after consulting the Government and the [State] Council of the [State] in which the authority making the

application is situated declare that such qualification or such qualification only when granted after a specified date, shall be recognized dental hygiene qualification for the purposes of this Act.

Qualification of Dental Mechanics

The Council may prescribed the period and nature of an apprenticeship or training which shall be undergone and the other conditions which shall be satisfied by a person before he is entitled to be registered under this Act as a dental mechanic.

Power to require Information to Courses of Study and Training Examination

Every authority in a State which grants any recognized dental or dental hygiene qualification shall furnish such information as the Council may from time to time require as to the courses of study and training and examinations to be undergone in order to obtain such qualification as to the ages at which such courses of study and examinations are required to be undergone and generally as to the requisites for obtaining such qualification.

Inspection

(1) The Executive Committee such number of Inspectors as it deems necessary to attend at any examinations held by authorities in the State which grant recognised dental or dental hygiene qualifications and to inspect any institution recognised as a training institution.

(2) Inspectors appointed under this section shall not interfere with the course of any examination but they shall report to the Executive Committee on the sufficiency of every examination at which they attend and of the courses of study and training at every institution which they inspect and on any other matters with regard to which the Executive Committee may require them to report.

(3) The executive Committee shall forward a copy of such report to the authority or institution concerned and shall also forward copies with remarks if any of the authority or institution concerned thereon to the Central Government and to the Government of the [State] in which the authority or institution is situated.

The Indian Register

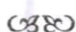
- The Council shall maintain a register of dentists to be known as the Indian Dentists Register and consisting of the entries in all the [State] registers of dentists.
- Each [State] Council shall supply to the Council twenty printed copies of the [State] register as soon as may be after the 1st day of April of each year, and each Register shall inform the Council without delay of all additions to and other amendments in the [State] register.

Information to be Furnished

- The Council shall furnish copies of its minutes and of the minutes of the Executive Committee and an annual report of its activities together with an abstract of its accounts to the Central Government.
- The Central Government may publish in such manner as it thinks fit any report copy or abstract furnished to it under this section.

Review Questions:

1. What are the objectives of the Dental Council of India?
2. What are the functions of the Dental Council of India?



PHARMACY COUNCIL OF INDIA

The Pharmacy education and profession in India upto graduate level is controlled by the Pharmacy Council of India (PCI) a statutory body governed by the provisions of the Pharmacy Act, 1948 passed by the Parliament.

The Pharmacy Act 1948 was enacted on 4.3.48 with the following preamable

"An Act to regulate the profession of pharmacy whereas it is expedient to make better provision for the regulation of the profession and practice of pharmacy and for that purpose to constitute Pharmacy Councils".

The Pharmacy Council of India (PCI) was constituted on 9.8.49 under section 3 of the Pharmacy Act.

Definition

The Pharmacy is defined as a profession which is concerned with the art and science of preparing from natural and synthetic sources, suitable and convenient materials for distribution and use in the treatment and prevention of disease.It embraces a knowledge of the identification, preservation, combination, analysis and standardization of drugs and medicines besides synthesis of new drug molecules, manufacturing of various dosage forms, (Liquid orals, powders, tablets, capsules, ointments, injections, ophthalmic products, etc.) quality control, clinical trials, bio-availability, research, side-effects, compatibility, in-compatibility, indications, contra-indications, pharmacokinetics, pharmaco-dynamics, toxicology etc.

Courses and Eligibility

Pharmacy is a specialized course and the various levels of education in Pharmacy after 10+2 are as under

Nature of level of Education in Pharmacy	Eligibility for admission	Duration
Diploma in Pharmacy (D. Pharm)	10 + 2	2 Years Regular course
Bachelor in Pharmacy (B.Pharm)	10 + 2	4 Years regular course
Master in Pharmacy (M. Pharm)	B. Pharm	2 Years regular course (Minimum 3 semester course)
Doctorate in Pharmacy (Ph.D.)	M. Pharm	Regular course but the duration depends upon the completion of the research work.

PHARMACY AS A PROFESSION

The curriculum of pharmacy education has been designed to produce the following professional categories of pharmacists having specialised knowledge -

- **Community and Hospital pharmacists** who will work as an important link between doctor and patient and will counsel the patient on various facets of drugs like usage, side effects, indication, contra-indication, compatibilities, in-compatibilities, storage, dosage etc. Such category of pharmacists will have more opportunity to interact closely with the prescriber i.e. doctor and hence can promote the rational prescribing and use of drugs. He can also control the hospital manufacture and procurement of drugs to ensure the supply of high quality products.
- **Specialist in research and development** i.e. research of new drug molecules, biotechnical research etc.
- **Occupational specialist** i.e. industrial pharmacist engaged in pharmaceutical technology i.e. manufacture of various dosage forms, analysis and quality control, clinical trials, post-marketing surveillance, patent application and drug registration, sales and marketing.
- **Academicians** i.e. Teachers of Pharmacy education.
- **Manager and Administrators of Pharmaceutical Services** working for various regulatory authorities and pharmaceutical systems.
- **Chemists and Druggists** engaged in selling of medicines.
- **Herbalists** dealing with herbal drugs.

CONTROL OF PHARMACY EDUCATION BY THE PCI

- To prescribe minimum standard of education required for qualifying as a pharmacist.
- To ensure uniform implementation of the educational standards through out the country.
- To approve the courses of study and examination for pharmacists i.e. approval of the academic training institutions providing pharmacy courses.

- To withdraw approval, if the course of study does not continue to be in conformity with the educational standards prescribed by the PCI.
- To approve qualifications granted outside the territories to which the Pharmacy Act extends i.e. the approval of foreign qualification.
- To maintain Central Register of Pharmacists.

The Education Regulations are framed under section 10 of the Act and prescribe:-

- For seeking approval of the "Course of study" for pharmacist, a prospective institution has to apply to PCI.
- Qualification for pharmacists.
- Minimum qualification for admissions to diploma course in pharmacy. Duration of the course, No. of hours to be covered for theory and practical, mode of examinations, eligibility for appearing in the examinations, minimum pass marks for passing examination etc.
- Period and other conditions for practical training etc.
- Detailed syllabus of Diploma in Pharmacy.
- Conditions to be fulfilled by the institutions for approval of course of study under section 12 of the Act. These conditions include details of infrastructural facilities which an institution seeking approval of the course of study has to create i.e. accommodation area, qualification, experience and number of teaching staff, staff-student ratio, non teaching staff, equipments, museum, library etc.
- Conditions to be fulfilled by the examining authority conducting examinations of the students.
- Conditions to be fulfilled by the institutions to be recognised for giving practical training.
- Practical training contract form for pharmacists.
- As per regulations 2 of the E.R. 91 the minimum qualification required for registration as a pharmacist is diploma in Pharmacy (2 years course after 10+2 followed by 500 hours of practical training spread over a period of 3 months) However B.Pharm. degree holders (4 years after

10+2) can also get themselves registered as a pharmacist and the PCI approves the conduct of Diploma and Degree courses in Pharmacy for the purpose of registration as a pharmacist under section 12 of the Act.

- As per regulation 9 of the E.R. 91 the course of regular academic study prescribed under regulation 7 shall be conducted in an institution, approved by the PCI and the PCI is empowered not to approve any institution under this regulation unless it provides adequate arrangement for teaching in regard to building, accommodation, equipments and teaching staff as specified in Appendix B to these Regulations.
- The PCI grants approval for the conduct of the course of study for pharmacists under section 12 of the Act. Section 12 of the Act empowers the Council to make an enquiry to confirm as to whether the course of study and examination is in conformity with the Education Regulations for the purpose of registration as a pharmacist.
- Section 13 of the Act empowers the Council to withdraw approval in case, approved course of study or examination does not continue to be in conformity with the Education Regulations.
- Under Section 16 of the Act, the PCI is empowered to inspect the institution whose authorities have applied for approval of the course of study or examination in order to verify as to whether the course conducting authorities have provided the minimum required facilities prescribed by the council in Education Regulations framed under sec. 10 of the Act.

REGISTRATION AS A PHARMACIST

- Registration as a pharmacist is done by the State Pharmacy Council constituted under section 19 of the Pharmacy Act.
- For registration as a Pharmacist under the Pharmacy Act, a candidate should have passed the "Diploma in Pharmacy" or "Degree in Pharmacy" from an institution recognised under section 12 of the Pharmacy Act. The registration of pharmacist is done by the State Pharmacy Councils constituted by the State Govts. under section 19 of the Pharmacy Act. The registration is done under section 32(2) of the Pharmacy Act, according to which minimum statutory requirements for registration are as under -

(a) applicant should have attained the age of 18 years and pay the prescribed fee.

(b) applicant should reside or carry on the business or profession of Pharmacy in the State.

(c) applicant should have passed an approved examination. (or)
he/she should possess a qualification approved under section 14 of the Pharmacy Act. (or)
is a registered pharmacist in another state.

Penal Provisions

Section 42 of the Pharmacy Act states that no person other than a registered pharmacist shall compound, prepare, mix or dispense any medicine on the prescription of a medical practitioner and whosoever contravenes the provision of this sub-section shall be punishable with imprisonment for a term which may extend to six months, or with fine not exceeding one thousand rupees or with both.

Review Questions:

1. Explain how Pharmacy Council of India regulates pharmacy education?
2. Who can register as a pharmacist?



UNIT – V

REHABILITATION COUNCIL OF INDIA

The Rehabilitation Council of India was set up as a registered society in 1986. However, it was soon found that a Society could not ensure proper standardization and acceptance of the standards by other Organizations. The Parliament enacted Rehabilitation Council of India Act in 1992. The Rehabilitation Council of India become Statutory Body on 22nd June 1993.

The RCI Act was amended by the Parliament in 2000 to work it more broad based. The Council has the twin responsibility of standardizing and regulating the training of personnel and professional in the field of Rehabilitation and Special Education.

Objectives

- To prescribe minimum standards of education and training of various categories of professionals/ personnel dealing with people with disabilities
- To regulate these standards in all training institutions uniformly throughout the country
- To recognize institutions/ organizations/ universities running master's degree/ bachelor's degree/ P.G.Diploma/ Diploma/ Certificate courses in the field of rehabilitation of persons with disabilities
- To recognize degree/diploma/certificate awarded by foreign universities/ institutions on reciprocal basis
- To promote research in Rehabilitation and Special Education
- To maintain Central Rehabilitation Register for registration of professionals/ personnel
- To collect information on a regular basis on education and training in the field of rehabilitation of people with disabilities from institutions in India and abroad

- To encourage continuing education in the field of rehabilitation and special education by way of collaboration with organizations working in the field of disability.
- To recognize Vocational Rehabilitation Centres as manpower development centres
- To register vocational instructors and other personnel working in the Vocational Rehabilitation Centres
- To recognize the national institutes and apex institutions on disability as manpower development centres

To register personnel working in national institutes and apex institutions on disability under the Ministry of Social Justice & Empowerment

The number of professionals registered with RCI has taken a quantum jump in the last two years. Whereas only 1438 professionals were registered till 1997-1998 with RCI, the number rose to 5649 in 1998-1999 and it was more than doubled in 1999-2000 when the number of registered professionals crossed 12000 mark.

NATIONAL PROGRAMMES OF RCI

Scheme of Assistance to Organisations for the Disabled for Manpower Development:

Assistance is made available under this scheme for training programmes with regard to 16 categories of professionals/personnel brought under the RCI Act. The broader objectives of this scheme are to promote the training and to strengthen the existing as well as new organisations.

Bridge Course:

RCI launched a National programme of Bridge Course for all in-service Special Teachers and Rehabilitation Workers who have no formal training but they have been working in the field of disability for a long time i.e. prior to RCI came into existence in June 1993. Now such persons can undergo National Bridge Course Training programme in the area of specific disability for one month at the cost of RCI. This makes them eligible for registration with the RCI as Rehabilitation Personnel as per rules. Over 9000 trainees have already completed the Bridge Course and over 150 NGOs, Institutions and Universities were involved in this effort.

Training of the Medical Officers Working in PHCs:

RCI has planned to train about 30,000 medical Doctors of Primary Health Centres/Community Health centres all over the country. The objective of the programme is to enhance the awareness amongst medicos regarding the problems and potential of people with disability. This would equip the PHC doctors with basic requisite knowledge in this area and they would be able to refer such people to the other suitable agencies like Regional Rehabilitation Centres, Composite Regional Resource Centres etc.

The training programme has already started at the selected Rehabilitation Centres involving district hospitals. Over 2000 Medical Officers working in PHCs have been trained. Master Trainers have been identified to conduct the courses. These Master Trainers were given orientation at the State Capital/Apex institutes etc.

Fellowship And Research Schemes:

The Council is planning to introduce RCI Fellowship Scheme to enable academicians and practitioners both from India and abroad to undertake short term training/study programmes in the field of specialisation of rehabilitation, to enrich their knowledge, acquire skills or undertake a short term research project. The RCI would also consider providing grant in-aid for sponsoring research proposals on any significant theme oriented towards the welfare, empowerment and rehabilitation of the disabled persons.

REHABILITATION TRAINING PROGRAMMES

Sl. No.	Training Programmes	Duration in Year/s
Certificate level Programme		
1.	Certificate course in Prosthetic & Orthotic	1
Diploma Level Programme		
2.	Diploma in Special Education (M.R)	2
3.	Diploma in Special Education (HI)	2
4.	Diploma in Special Education (Deaf- Blind)	1
5.	Diploma in Hearing Language and Speech	1

6.	Course for Training Teachers of Visually Handicapped Children at Primary Level	2
7.	Basic Development Therapy Course for Children with Cerebral Palsy and other Neurological Handicapped	1
8.	Diploma in Vocational Training & Employment (M.R)	1
9.	Diploma in Special Education (Cerebral Palsy)	1
10.	Diploma in Teaching Young Hearing Impaired Children	1
11.	Diploma in Community Based Rehabilitation	1
12.	Junior Diploma in Teaching the Deaf	1
13.	Senior Diploma in Teaching the Deaf	1
14.	Diploma in Multipurpose Rehabilitation Workers	1 ½
15.	Diploma in Prosthetic & Orthotics Engineering	2 ½
16.	Diploma in Early Childhood Special Education (MR)	1
17.	Diploma in Indian Sign Language Interpreting	1
18.	Diploma in Hearing Aid and Ear Mould Technology	1
19	Diploma in Special Education (Autism Spectrum Disorder)	
Post Graduate Level Programme		
20.	Post-Graduate Diploma in Developmental Rehabilitation for Persons with Disability	1
21.	Post-Graduate Diploma in Special Education: Multiple Disabilities (Physical and Neurological)	1
22.	P.G Diploma in Rehabilitation Psychology	1
23.	P.G. Diploma in Early Intervention	1
24.	P.G. Diploma in Special Education (MR)	1
25.	P.G. Diploma in Developmental Therapy (Cerebral Palsy & Neurological Disabilities)	1
26.	P.G.Diploma in Community Based Rehabilitation	1

Degree Level Programme			
27.	B.Ed. (Special Education) - MR/HI/VI		1
28.	Bachelor in Mobility Science		1
	B.Ed. (Special Education - Distance Education)		14 months
29.	Bachelor in Audiology and Speech-Language Pathology (BASLP)		4
30.	Bachelor Degree in Rehabilitation Science		3
31.	B.Sc. (Special Education and Rehabilitation)		3
32.	Bachelor in Prosthetics and Orthotics		4 ½
33.	Bachelor in Rehabilitations Therapy		4
34.	B.A., B.Ed. (V.I.)		4
Master Degree Level Programme			
35.	**M.Ed. (Special Education)** -MR/HI/VI		1
36.	Master in Audiology and Speech-Language Pathology (MASLP)		2
37.	Master in Rehabilitation Science		2
38.	M.Sc. (Psycho-social Rehabilitation)		2
M.Phil Level Programme			
39.	M.Phil (Clinical Psychology)		2
Short Term Programme (Recognition of the Council is not required)			
40.	Training Course for CBR Workers for NPRPD Scheme	Certificate	1 month
41.	Certificate Course for MRW under NPRPW Scheme	Certificate	3 month
42.	Foundation Course for the Teachers under DPEP	Certificate	45 days
43.	Care Givers Programme for National Trust	Certificate	3+3 months

INSPECTION AND RECOGNITION OF TRAINING INSTITUTIONS

The Council appoints Visiting Experts for evaluation of training infrastructure of Universities/ Institutions (Government/ NGOs) for conducting training programmes in the field of Rehabilitation and Special Education. The decision for grant of recognition is taken by the Council on the basis of evaluation report submitted by the Visiting Experts. Recognition is given only after ensuring that the norms and minimum requirements laid down by the Council are followed by the Institutions/Universities.

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR)

Indian Council of Social Science Research (ICSSR) was established in the year of 1969 by the Government of India to promote research in social sciences in the country.

Functions of the Council

- Review the progress of social science research and give advice to its users;
- Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
- Institute and administer scholarships and fellowships for research in social sciences;
- Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
- Give financial support to institutions, associations, and journals engaged in social science research;
- Arrange for technical training in research methodology and to provide guidance for research;
- Co-ordinate research activities and encourage programmes for interdisciplinary research;
- Develop and support centers for documentation services and supply of data;
- Organize, sponsor, and finance seminars, workshops and study groups:

- Undertake publication and assist publication of journals and books in social sciences;
- Advise the Government of India on all matters pertaining to social science research as may be referred to it from time to time; and take such measures generally as may be necessary from time to time to promote social science research and its utilization.

SPONSORED PROGRAMME

A Sponsored Programme is a series of research projects conducted simultaneously or sequentially on themes of significance and priority and is taken up at the instance of ICSSR. The duration of the programme will ordinarily be three to five years.

Proposal for Sponsored Programme: Formulation, Submission, Scrutiny and Sanction

- An institution/group of institutions interested in carrying out a programme of research on a given theme, in which it has necessary facilities and expertise, may submit a proposal thereon to the ICSSR.
- The institution shall suggest the name of the Programme Coordinator and other participants in the programme and furnish their curriculum vitae. In addition, it shall provide information about the facilities and other expertise available.
- The Proposal for the sponsored programme should be self-contained and should cover the following points:

The rationale for running a programme in terms of

- Significance of the theme - academic and social;
- Research interests of the persons working in the department/ institution; and
- Facilities available.
- Detailed phasing of the activities.
- Brief outlines of specific studies to be carried out.
- Financial implication and phase-wise distribution of expenditure under the following heads:

- Personnel (the designation and the salary structure to be specified)
- Field Work
- Travel (including travel abroad where necessary)
- Data Processing
- Stationery
- Printing
- Books, Journals, Photocopies, etc.
- Contingency, and
- Overhead Charges (7.5% of the total project cost)
- Any Other (to be specified).

The proposal for a sponsored programme may have provision for one or more fellowships with a view to promote interdisciplinary research or inter-institutional collaboration.

The sponsored programme will be supervised by a Coordinator/ Coordinating Committee, consisting of members of academic staff and others (where necessary) nominated by the institution. One of the members of this Committee shall be the Principal Coordinator. The research projects, under the programme, shall be directed by one or more of the members of the coordinating committee. Complete information about the coordinating committee, principal coordinator, and directors of individual projects shall be given in the proposal.

Five copies of the proposal, complete in all respects, should be submitted to the ICSSR.

1. On receipt of the proposal, the programme shall be placed before the Research Committee for preliminary approval for further processing.
2. The ICSSR may, after the Research Committee has given its approval for processing the proposal, appoint a team of consultants/visiting committee to discuss the sponsored programme with its Principal Coordinator (and the coordinating committee, if necessary), and submit its report to the ICSSR. On receipt of the report of the team, the ICSSR may sanction or refuse a grant-in-aid for the programme.
3. The ICSSR would hold an annual review of each sponsored programme through a team of consultants appointed for the purpose.

STUDY GRANT TO SENIOR SOCIAL SCIENTISTS

Financial assistance is available under this scheme to social scientists to enable them to pursue their study and research after retirement. The assistance under this scheme is available for:

- Writing a Research Paper
- Revising and updating earlier research papers with a view to publishing them in a book form
- Revising/updating a book/monograph.

The maximum assistance available to the retired scholar would be Rs.30,000/- per annum and would be given on year-to-year basis on receipt of the report of work done during the preceding year. The assistance would be available for a maximum of three years.

The proposals will be examined and selected for assistance by an Expert Committee constituted by the Member Secretary. The grant will be administered through the institution identified/approved for the purpose. The funds will be released in three instalments in the following proportion: 50%, 30% and 20%; the final instalment will be released only after the submission of final report and utilisation certificate.

Proposals for 'Study Grant to Senior Social Scientists' should be sent (in triplicate) in the prescribed format along with a detailed Biodata of the scholar and a passport size photograph. A detailed estimate of the financial assistance required under each of the heads as mentioned in the application form should be provided. The proposal should be submitted in the month of February only.

RESEARCH ASSISTANCE TO YOUNG SOCIAL SCIENTISTS

This assistance with a maximum value of Rs.25,000/- is intended to assist young college lecturers and researchers (below the age of 40) working in research institutes:

- to write a research paper under the guidance of a senior social scientist preferably, but not necessarily, from one of the ICSSR funded research institutes;
- to write a book/monograph based on their past research;
- to take up a pilot study under the guidance of a senior social scientist;

The assistance under this scheme will be given to a maximum number of fifty scholars during a financial year. The proposals will be examined and selected for assistance by a Directors' Committee or an Expert Committee constituted by the Member Secretary. The duration of the assistance would be up to six months. The funds will be released in three instalments in the following proportion: 50%, 30% and 20%; the final instalment will be released only after submission of final report and utilisation certificate.

Proposals for Research Assistance to Young Social Scientists should be sent (in triplicate) in the prescribed format along with the brief Biodata of the scholar (including passport size photograph) through the college/institute where the scholar is employed or where he proposes to have the project located. It should be accompanied by a detailed estimate of the financial assistance required under each of the heads as mentioned in the application form. The grant will be administered through the institution identified/approved for the purpose. The proposals should be submitted in the month of January only.

RESEARCH PROJECT PROGRAMME

Indian Council of Social Science Research (ICSSR), provides grants to scholars to conduct research in various fields of social sciences which have a theoretical, conceptual, methodological or policy orientation on the subject of their choice. The research projects may belong to any one of the following social science disciplines/allied disciplines or maybe interdisciplinary in nature:

- Economics/Commerce/Management
- Education
- Environment & Sustainable Development
- Gender Studies
- Information, Communication Technology
- Library Science
- Political Science/International Relations/Public Administration
- Psychology
- Social Anthropology
- Social Aspects of Law
- Social Geography and Demography
- Social Linguistics

- Sociology
- Sociology of Natural Science

Objectives of Research Project Programme

The objective of the Research Project Programme is to support research, to achieve excellence in research activities in the social sciences.

The specific objectives of the Programme are to:

- Support high quality independent programmes of research;
- Provide opportunities for training of future researchers;
- Contribute to the development or elaboration of new theoretical or methodological approaches to research;
- Maintain and sustain varied disciplinary research activities;
- Foster and promote collaborative, multidisciplinary research activities among researchers in the social sciences; and
- Facilitate communication of research outputs both within and beyond the academic community as well as provide policy inputs to administrators and policy makers.

The ICSSR may also define priority areas; plan and coordinate a series of programmes; identify scholars and provide funds for conducting research. The council also promotes research in fields that have national significance.

INDIAN COUNCIL OF AGRICULTURAL RESEARCH

The President of the ICAR is the Union Minister of Agriculture. Its principal officer is the Director-General. He is also the Secretary to the Government of India in the Department of Agricultural Research and Education (DARE). The General Body, the supreme authority of the ICAR, is headed by the Minister of Agriculture, Government of India. Its members include the Minister of Agriculture, Animal Husbandry and Fisheries and senior officers of the various state governments, representatives of the parliament, the agro-industries, scientific organisations and farmers.

The Governing Body is the chief executive and decision making authority of the ICAR. It is headed by the Director-General. It consists of eminent agricultural scientists, educators, legislators and representative of farmers. It is assisted by the Standing Finance Committee, Norms and Accreditation Committee, Regional Committees and several Scientific Panels. The Secretary, Department of Agricultural Research and Education and Director-General of the ICAR functions as the Principal Advisor to the Government of India in all matters concerning research and education in agriculture, and allied fields.

The Director-General is assisted by eight Deputy Directors-General - one each incharge of Crop Sciences, Natural Resource Management, Animal Sciences, Agricultural Education, Agricultural Extension, Fisheries, Horticulture and Agricultural Engineering. In administration, the Director General (DG) is assisted by the Secretary, ICAR, who is also the Additional Secretary to the DARE, Government of India. In financial matters, the DG is assisted by the Financial Advisor (FA).

The ICAR receives funds from the Government of India and from the proceeds of the Agricultural Produce Cess.

Agricultural Scientists' Recruitment Board (ASRB) is an independent recruiting agency of the ICAR for its Agricultural Research Services (ARS) and equivalent technical posts and also for research management positions. The Council has a National Academy of Agricultural Research Management (NAARM), which provides required training to new entrants to the Agricultural Research Services.

This vast network of ICAR which includes Institutes, Bureaux, National Research Centres and Project Directorates and thirty Agricultural Universities.

Functions of ICAR

ICAR acts as a repository of information and provides consultancy on agriculture, horticulture, resource management, animal sciences, agricultural engineering, fisheries, agricultural extension, agricultural education, home science and agricultural communication. It has the mandates to co-ordinate agricultural research and development programmes and develop linkages at national and international level with related organisations to enhance the quality of life of the farming community.

ICAR has established various research centres in order to meet the agricultural research and education needs of the country. It is actively pursuing human resource development in the field of agricultural sciences by setting up numerous agricultural universities spanning the entire country. The Technology Intervention Programmes also form an integral part of ICAR's agenda which establishes Krishi Vigyan Kendras (KVKs) responsible for training, research and demonstration of improved technologies.

The Central Research Institutes have been established to meet agricultural research and education needs of the country in terms of pursuit of basic and strategic research in the concerned disciplines in a focussed area. They develop, evaluate and refine technologies for packaging them in a form ready to be transferred from Lab to Land. They also help in human resource development for agricultural sector. The Institutes/Directorates/Bureaux have a mandate for working on single or selected group of crops, animals or commodities with each major discipline having status of the division/section. Some of the Institutes have regional stations to cover diverse agro-ecological areas for developing area-specific technologies.

The National Research Centres (NRCs) have been established for concentrated attention with a mission approach by a team of scientists under a single leader on selected topics with relevance to resolving national problems in a particular animal, crop or commodity. There is no divisional set up and rarely any regional station for the NRCs.

The creation of All India Co-ordinated Research Project (AICRP) under the ICAR system is a landmark in the history of agricultural research in India. The AICRP is a mechanism in building nation-wide co-operative, inter-disciplinary research network linking ICAR Institutes with the SAUs to focus attention on commodities and species of national importance. The AICRPs have succeeded in mobilizing country's scarce resources through inter-institutional and inter-disciplinary interaction and joint evaluation of new technologies to arrive at collective recommendation. The AICRPs also strengthen research base in each agricultural university. A few projects are elevated to the level of Project Directorates with additional research responsibilities for important areas e.g. wheat, rice, oilseed, pulses and vegetables.

In addition, the ICAR supports a number of short-term ad-hoc research schemes, implemented by scientists in various colleges, universities and

institutes. The programmes of ad-hoc research schemes are need-based and are formulated and executed in accordance with the recommendations of the scientific panels related to different disciplines.

The agricultural education system in the country offers degree programmes in 11 specific disciplines viz. agriculture, veterinary science, agricultural engineering, forestry, home science, dairy technology, fisheries, sericulture, marketing, banking and co-operation, horticulture and food science with a total intake of about 11,000 students. It also offers post graduate programmes in more than 55 fields of specialization with a total intake capacity of about 5,000 students. Under the human resource development programme the council offers about 1200 scholarships and fellowships from the undergraduate to post-doctoral levels. Special fellowships are also offered for socially and economically weaker groups.

The ICAR has close collaboration with CGIAR system, World Bank, UNDP, FAO, SAARC, SAREC, CABI, ACIAR and Swedish Academy for Research Co-operation among Developing Countries. Among the CGIAR system the ICAR has entered into partnership with the ICRISAT, CIMMYT, IRRI, CIP, ICARDA and WARDA. In agroforestry the ICAR has entered into an agreement with the International Centre for Research in Agroforestry (ICRAF). India is a contributory member of the 12 nation Regional Network of Agricultural Machinery (RNAM) of the ESCAP, United Nations. India is also a contributory member of the inter-governmental 15 nation consortium NACA for aquaculture research and development in Asia and Pacific. A project on 'Plant Genetic Resources' is being implemented by the NBPGR through the support of the USAID.

Other countries actively seeking India's expertise in agriculture for mutual benefit are Mongolia, Syria, United Arab Emirates, Bangladesh, Nepal, Bulgaria, Mauritius, the Philippines, Vietnam, Iran, Pakistan, Siberia, Burkina Faso and Ghana. A workplan was signed between the ICAR and the Rockfeller Foundation for promoting rice biotechnology. The Ford Foundation is supporting a technology intervention project in Udaipur. MOUs have also been signed with Australia, Brazil, Canada, Cuba, EEC, Israel, Russia and Netherlands. A modern seed processing and storage facility and capabilities for further seed technological research has been established at Karnal with the help of Japan. The Department of Agricultural Research and Education (DARE),

Ministry of Agriculture, Government of India, negotiates on behalf of the ICAR with foreign governments for bilateral and multilateral collaborative agreements.

AGRICULTURAL EDUCATION

The Education Division is headed by the Deputy Director General (Education).

Thrust Areas

- Accreditation for quality assurance.
- Global competitiveness in HRD.
- Distance education for reaching the unreached.
- Fellowship as a tool for HRD, National integration and reducing inbreeding.
- Women technological empowerment.
- Faculty competence improvement.
- Networking for access to information.

Career Opportunities

Upon graduating or post-graduating in a discipline of Agriculture and allied sciences, the options and opportunities of a career in teaching, research and transfer-of-technology streams in SAU, state Department of Agriculture, Non Government Organization or Industry are many. Even banks advancing credit and loans for agri-based projects employ agricultural specialists in house. The avenues are really multifaceted depending entirely on competence.

ICAR enters into a large number of bilateral and collaborative arrangements with national and international institutions. Therefore, also while in service, there is ample opportunity for training, skill upgradation and active participation in research both within the country and abroad.

The National Agricultural Research System (NARS) of India has so far served the nation very well in order to meet the food needs of evergrowing population. Now it's the right time for revamping the system so as to re-orient it to meet the increasing internal and global challenges. Therefore, ICAR has established a Perspective Planning Cell for developing policy directions and priorities for the next 25 years. The ongoing efforts to liberalize policies, structural changes, administrative reforms for smooth running, quick decisions and removal of bureaucratic barriers are resulting in better work culture. This

will facilitate in globalization of agriculture. Opening up of the markets after establishment of WTO (World Trade Organisation) require fresh initiatives of increasing quality of Indian agricultural products and value-addition for competitive advantage. The new wave of change has already started. Indian agriculture has all the advantage of capitalizing on the new opportunities and challenges. Time is ripe for an aggressive approach to grasp the golden opportunity.

COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH (CSIR)

The Council for Scientific and Industrial Research was established in its present form in 1968 and re-established by CSIR Act 1996. However, the Council traces its ancestry to the erstwhile National Research Council (NRC) which was established by Government in August 1958 to organize and coordinate scientific research in Ghana.

Vision Statement

To become a Centre of Excellence in Research and Development (R & D) by generating technologies that are responsive to demands of the Private Sector and socio-economic development.

Mission Statement

To generate and apply innovative technologies which efficiently and effectively exploit Science and Technology (S & T) for socio-economic development in the critical areas of agriculture, industry, health and environment and improve scientific culture of the civil society. Technologies developed will be commercialized for Private Sector Development in Ghana and abroad.

Mandate

- to pursue the implementation of government policies on scientific research and development:
- to advise the Minister on scientific and technological advances likely to be of importance to national development:
- to encourage co-ordinated employment of scientific research for the management, utilization and conservation of the natural resources of Ghana in the interest of development:
- to encourage in the national interest scientific and industrial research of importance for development of agriculture, health, medicine, environment, technology and other service sectors and to this end to encourage close linkages with the productive sectors of the economy:
- to co-ordinate all aspects of scientific research in the country and to ensure that the Council, the research institutes of the Council and other organisations engaged in research in Ghana, co-ordinate and co-operate in their research efforts:
- to exercise control over the research institutes, centres, units and projects of the Council and to have power after consultation with the Minister to create, reconstitute, merge or dissolve any institute, centre, unit or project of the Council:
- to review, monitor and periodically evaluate the work of the institutes administered by the Council, in order to ensure that research being carried out by the institutes directly benefits identified sectors of the economy and is within the national priorities:
- to institute a system of contract research to ensure that research being carried out in the Council is relevant and cost effective:
- to encourage and promote the commercialization of research results:
- to undertake or collaborate in the collation, publication and dissemination of the results of research and other useful technical information:
- to organise and control services and facilities available to the Council and generally to manage the properties of the Council:
- to co-ordinate human resources development in institutes of the Council:

- to encourage the training of scientific personnel and research workers through the provision of grants and fellowships:
- to co-operate and liaise with international and local bodies and organisations, in particular, the universities and the private sector on matters of research:
- to perform such other functions as may be determined by the Minister.

The distinctive features of the 1996 Act which distinguish it from previous legislation on national scientific research are the emphasis accorded private sector concerns and the introduction of market principles into the Council's operations through the commercialization of research. The Council, in this connection, is expected to generate part of its income through the sale of its products and services and to institute a system of contract research.

Structure and Organization of the CSIR

The statutory governing council is made up of 21 members. They include representatives of selected ministries (Agriculture, Health, Trade and Industries, and Environment, Science and Technology), tertiary education, various productions and commercial Associations (Mines, Industry, Commerce, Engineers, Ghana Academy of Arts and Sciences, Farmers), Development Planning Commission, CSIR Directors and Staff and others. The CSIR Act requires that 40% of the membership of the Council be drawn from the private Sector. The Council is answerable to the Minister for Environment, Science and Technology and has a Director-General as its Chief Executive.

Committee Structure

Sectoral Research Co-ordinating Committees:

For the co-ordination of nationwide research, the Council has established under the office of the Director-General, Sectoral Research Co-ordinating Committees in the following sectors as provided for in the CSIR Act:

- Agriculture, Fisheries and Forestry
- Health and Medicine and Environment
- Industry, Natural and Social Sciences

Each of the Committees operates under a Technical Division of the CSIR Secretariat and is headed by a Deputy Director-General. There is also a General Administration Division headed by the Secretary to the Council who is responsible to the Director-General.

Management Boards:

Each of the Research Institutes and Centres of the Council has a Management Board appointed by the Council. Subject to the authority and decisions of the Council, the Management Board exercises general supervision of the institute for which it has responsibility. In particular, it considers and approves the research and commercialization programmes drawn up by the Director of the Institute and monitors its implementation. Forty percent of the membership of Management Boards is drawn from the private sector.

Executive Committee:

The functions of the Executive Committee are the following:

- Develops policies for Council's consideration and approval
- Makes decisions for enhancement of the output of the CSIR in Research and Development (R&D) and commercialization
- Formulates strategies and methods for executing Council decisions.

Directors Management Committee:

This function committee provides:

A forum for evolving strategies and plans for the proper management of the Council's Research Institute, Units and Projects makes proposals to the Executive Committee on policies relating to appointments and promotions and general staff development and co-ordinates the implementation of Council decisions concerning Conditions of Service and Scheme of Service for Staff of the Council.

Research Co-ordinating Committee:

This committee co-ordinates research of the institutes of the Council.

Central Commercialization Monitoring Committee:

Evaluates CSIR performance in commercialization based on reports from the Institutes on number of contracts, clients, and revenue generated, among other things. Other committees are:

- Finance Committee
- Development and Tender Board
- Superannuation Management Committee
- Awards Committee

CSIR Sectors and Institutes

Currently the Council for Scientific and Industrial Research (CSIR) could be divided into:

- Secretariat

Agricultural, Forestry and Fisheries

- Animal Research Institute, Achimota, Accra
- Crops Research Institute, Kumasi
- Food Research Institute, Accra
- Oil Palm Research Institute, Kusi, Kade
- Savanna Agricultural Research Institute, Nyankpala, Tamale

Industry Natural and Social Science Sector

- Institute of Industrial Research, Accra
- Building and Road Research Institute, Kumasi
- Institute for Scientific and Technological Information, Accra
- Science and Technology Policy Research Institute, Accra

Environment and Health Sector

- Soil Research Institute, Kwadaso, Kumasi
- Water Research Institute, Accra
- Plant Genetic Resources Centre, Bunso
- Forestry Research Institute of Ghana, Kumasi

Commercialisation of Research Activities

The new structures and programmes which have been put in place to ensure commercialization of research include the following:

- A Central Business Development Unit (CBDU at the CSIR Secretariat headed by a Commercial Manager. It coordinates commercialization activities of the Institutes and serves aa a focal point and referred centre for clients.
- Business Development Units (BDUs) are in various stages of establishment at the Council's Research Institutes and Centres.
- Institute BDUs undertake periodic client needs assessment surveys and liaise with the CBDU in such matters as partnership agreements and commercialization projects. They report to the CBDU on commercialization activities, including revenue generated.
- A Central Commercialization Monitoring Committee chaired by the Director-General has been set up at the CSIR Secretariat which coordinates the work of Institute Commercialization Monitoring Committees.

The following special programmes are being executed to build capacity in the commercialization of research:

1. Private Sector Development Project (PSDP): PSDP is a World Bank-financed project, the CSIR component of which is aimed at restructuring and commercializing the operations of the CSIR Secretariat and three research institutes in the industry sector viz the Institute of Industrial Research, the Building and Road Research Institute and the Food Research Institute to enable them provide technical support to industry and answer to the needs of the private sector. The objective is to help raise the technological and productive capabilities of local industries and enhance their competitiveness. Other activities being undertaken under the PSDP are Internet Connectivity Project and the establishment of an Industrial Design Centre. The CSIR of South Africa were engaged as Consultants for the CSIR/PSDP.
2. Sustainable Financing Initiative (SFI): SFI is a technical assistance programme sponsored by the Special Programme for African Agricultural Research (SPAAR) the United States Agency for International

Development (USIA) and the Multi-donor Secretariat (MDS) for the agricultural institutes, aimed at strengthening their financial base, the building of effective partnerships with private sector agricultural producers and commercializing their products and services. A CSIR/SFI Work Plan, approved by the donors, is being implemented.

3. Capacity Development and Utilization Project, (CDUP): This is a UNDP-supported project which is aimed at the commercialization of science and technology information through the forging of linkages with the micro, small and medium scale enterprises at the downstream levels of the construction, non-traditional exports and tourism sectors.

COLLABORATORS

An important role is played by overseas bodies and international agencies in the programmes of the Council and its research institutes. The relevant United Nations agencies include

UNESCO	FAO
UNIDO	UNSCTED
UNEP	WHO
UNDP	IAEA.

The Council also collaborates with the Commonwealth Science Council, the Third World Academy of Sciences, the Pan-African Union for Science and Technology, the African Academy of Sciences, and similar bodies. Several collaborative research projects are undertaken with various consultative groups on International Research (CGIAR) centres. It is a beneficiary of important funding or donor institutions including the German Agency for Technical Cooperation (GTZ), Canadian International Development Research Centre (IDRC) Canada, Department for International Development (DFID) of the United Kingdom, Danish International Development Agency (DANIDA) and others.

Review Questions:

1. What are the objectives of Rehabilitation Council of India?
2. State the rehabilitation training programmes of RCI.
3. What are the functions of ICSSR?

4. Mention the various assistance offered by ICSSR for social scientists.
5. What are the various social sciences disciplines for which research support is given by ICSSR?
6. What are the functions of Indian Council of Agricultural Research?
7. What are the objectives of CSIR?



UNIT – VI

SPORTS AUTHORITY OF INDIA

India has a tradition of sports and physical fitness. In recognition of the importance of sports, a separate department was set up in 1982, prior to the commencement of the 9th Asian Games. Subsequently, the first ever National Sports Policy was announced in 1984. The Ministry of Human Resource Development was set up in 1985, with the objective of integrating efforts for development of human potential in the areas of Education, Women & Child Development, Arts and culture, Youth Affairs & Sports through its constituent departments.

The Sports Authority of India (SAI) was established in 1984 as a registered society in pursuance of a Government of India resolution. Its main objectives include the effective and optimum utilisation of various sports facilities and all matters pertaining to sports promotion and sports management.

The Sports Authority of India is contributing towards development of sports through its various programmes viz.

1. Main Schemes
2. Academics in the Field of Sports Initiatives
3. Sports Infrastructure
4. Awards Excellence
5. Incentives for Promotion of Sports Activities
6. Physical Education

1. Main Schemes

The main programmes and activities of Sports Authority of India (SAI) consist of schemes drawn up and approved within the SAI and schemes of the Department implemented through the SAI on an agency basis. The main schemes of the SAI are given below:

(a) National Sports Talent Contest (NSTC)

(b) Special AreaGames

(c) Sports Projects Development Area (SPDA)
(d) Sports Hostel Scheme
(e) Boys Sports Companies in the Army
(f) National Coaching Scheme
(g) Sports Science Research Fellowship Scheme

(a) National Sports Talent Contest (NSTC)

Started in 1985, this scheme attempts to identify talented school children in the age group of 9 to 12 years. Children are selected in 10 Olympic disciplines, viz. Athletics, Basketball, Badminton, Boxing, Football, Gymnastics, Hockey, Table Tennis, Volleyball and Wrestling through a series of tests and contests held at various levels.

Following selection, these children are admitted in SAI adopted schools (of which there are 58 at present) where their board, lodging and tuition fees are met by SAI. SAI also provides coaches and special infrastructure facilities to these schools, along with recurring grants for maintenance and equipment.

(b) Special Area Games (SAG)

This scheme, started in 1985, aims at identifying population groups and regions where natural talent and aptitude for a particular sport exists. The scheme involves a process of identification and survey of areas and regions, special competitions to assess potential, selection of promising young boys and girls and intensive training at SAG centres, where educational and vocational training facilities are also provided.

(c) Sports Projects Development Area (SPDA)

This Scheme, started in 1988, aims at providing basic sports facilities at 78 locations throughout the country, where a comprehensive and integrated system of coaching and training is provided to talented young sportspersons in the age group of 9 to 14 years. This is aimed at providing in-house facilities to the talented youth in their own States. A maximum of three Olympic disciplines, in addition to one indigenous game, are offered for training. Three Olympic disciplines should generally include at least one of the three mother disciplines, i.e. athletics, gymnastics, swimming in each centre. 30 out of 34 SPDA Centres have started functioning, with a total strength of 679 sportspersons. An amount

of Rs. 1.00 crore is budgeted for the construction of these Centres (met equally by the Centre and the State concerned), and all running costs are met by SAI.

(d) Sports Hostel Scheme

This Scheme was introduced to provide basic facilities in each State and National level Championships. All running costs, including equipment, training, etc. are provided by SAI. Each hostel has a sanctioned strength of 50 boys and 30 girls. 18 hostels have so far been established with 895 children

(e) Boys Sports Companies in the Army

This scheme is an extension of the N.S.T.C. scheme and was approved for implementation from the year 1991-92. SAI and Army authorities have jointly launched this Scheme to scout talented boys upto the age of 14 years from rural, semi urban and tribal areas and train them in sports.

17 Boys Sports Companies for 2000 boys were set up during the VIII Plan at selected Regimental Centres. The boys will be put into Regimental Schools which will be affiliated to the CBSE. On attaining the age of 17 years and on completion of 10th standard, the boys will be absorbed in the Army, if they wish so. Thereby, a job is guaranteed to them. The running costs are borne by SAI. It also provides a one time grant to the Army for creation and development of sports infrastructure, purchase of essential sports equipment upto Rs. 3.00 Iakh and for training kit/aid upto Rs.1.00 lakh. Thereafter, an annual grant of Rs. 50,000/ is provided. 17 Boys Sports Companies have become functional with a total strength of 859 sportspersons.

(f) National Coaching Scheme

The National Coaching Scheme, which was first introduced in 1955, is meant to encourage people to take up coaching. The Scheme, over the years has undergone numerous changes and is now a major source for meeting the requirement of coaches by various user agencies.

Under the Scheme, coaches are made available to States/UTs for State coaching centres, district coaching and university field stations and also to national sports federations/associations. Coaches are also deployed in SAI regional centres, academic wings and in house training centres. At present, the total strength of coaches under the scheme is 1677.

(g) Sports Science Research Fellowship Scheme

The Sports Authority of India awards Sports Science Fellowships to research scholars for carrying out research in sports science related areas such as sports physiology, sports injuries, sports big mechanics and training methods. Under the Scheme, 5-10 fellowships are awarded every year. The value of each fellowship grant is Rs. 20,000/ per annum with an additional contingency grant of Rs. 10,000/ per annum.

Academics in the Field of Sports

The Sports Authority of India has two functional wings relating to academics which are in the fields of sports and physical education. These are:

Netaji Subhas National Institute of Sports, Patiala (NSNIS)

LNCPE, Trivandrum

(a) Netaji Subhas National Institute of Sports, Patiala (NSNIS)

The Institute conducts academic courses for training of coaches and looks after research and development in sports related subjects. It conducts 24 months' diploma courses in fifteen sports disciplines and also offers 22 months' specialised post diploma master's course and 1 year post graduate diploma course in sports medicine. NSNIS is the only institute of its kind in the country and has so far trained 11,751 coaches at Patiala and at its centres at Bangalore (established in 1975), Calcutta (1983) and Gandhinagar (1987). In addition, under the Mass Sports Participation Programme, certificate courses of six weeks duration were held at these centres and 15,601 sports instructors have so far been trained. NSNIS is also conducting one year Post MBBS Diploma course in Sports Medicine and 28 doctors have so far qualified. The period of this course has been raised to two year from the academic session 1993- 94.

(b) LNCPE, Trivandrum

This college was inaugurated in 1984 and is fast developing in terms of infrastructural facilities, academic programmes and other essential requirements. This college offers a 3 year Bachelor of Physical Education (BPE) and 2 year MPE degree courses.

Initiatives

Central Pool of Technical Sports Equipment

Involvement of Business Undertakings in Development of Sports

Promotion of Sports in Residential Schools and Public Sector Townships

(a) Central Pool of Technical Sports Equipment

SAI maintains a central pool of technical sports equipment at corporate office from which equipment is given on loan to the sports federations/associations, govt. departments/agencies, educational institutions, sports bodies and other organisations involved in the promotion of sports in the country, for conducting coaching camps, sports meets etc.

(b) Involvement of Business Undertakings in Development of Sports

The Department and SAI have approached various public and private sector business organisations for setting up national and regional academies in specific sports disciplines to nurture and develop Indian talent. Many public sector undertakings/business houses have extended their help to set up such academies.

(c) Promotion of Sports in Residential Schools and Public Sector Townships

Residential Schools

To broaden the base of talent scouting and nurturing in the country, SAI has decided to extend certain facilities to the large size residential schools, including public schools. The objective being scientific nurturing of sports potential in two disciplines in each of the residential schools. SAI will provide qualified coaches in the identified disciplines based on the general sports needs and availability of infrastructure in the school.

Public Sector Undertaking Townships

Under the Scheme, SAI undertakes talent scouting in large size public sector townships with the help of the management. Coaching is taken up in four sports disciplines, identified by the concerned public sector undertaking, depending upon the playing facilities that exist. The talented children are selected from amongst those living in the public sector township and/or studying in the schools run by the public sector undertaking, through application of a

battery of tests formulated for the purpose. SAI provides, at its cost, one coach each for the four discipline identified.

Sports Infrastructure

- Scheme of Grants for Creation of Sports Infrastructure
- Grant to Rural Schools for Playfields & Sports Equipment
- Laying of Synthetic Tracks/Artificial Hockey and other Surfaces
- Grants for Sports Infrastructure in Universities/Colleges

(a) Scheme of Grants for Creation of Sports Infrastructure

This scheme has been in operation in the Department for more than 25 years. Under this scheme, State governments, State Sports Councils, U.T. administrations, local statutory bodies and registered voluntary organisations can avail assistance for creation of various kinds of sports infrastructure like play fields, indoor and outdoor stadia, swimming pools and sports hostels. Grants for establishment of SPDA centres, district level sports complexes and State sports training complexes are admissible only to State Governments. The grant admissible is 50% of the estimated cost subject to stipulated ceilings. The maximum grant for a State level training complex is Rs. 2 crore.

(b) Grant to Rural Schools for Playfields & Sports Equipment

This is a sub scheme of the Main Scheme of Grants for Creation of Sports Infrastructure. Under this scheme, a Secondary and Senior Secondary School, fulfilling the prescribed conditions and located in a rural area, is entitled to claim a one time maximum assistance of Rs.1 lakh for development of a play field or purchase of nonconsumable sports equipment or for both. There is no matching contribution against the grant released, either from the State Government's side or the School. Only one school, per block is being initially assisted. However, there is provision for giving grant to two schools located in tribal/hilly areas.

(c) Laying of Synthetic Tracks/Artificial Hockey and other Surfaces

Its objective is to make available facilities for practice and training to National Athletics and Synthetic Surfaces. Since the commencement of the Scheme, 9 synthetic athletic tracks, and 15 hockey surfaces have been

sanctioned grants and these either stand installed or are in the process of installation at various places in the country. From the VIII Five Year Plan, the Scheme has been revised to allow State Governments/registered voluntary bodies to avail assistance for surfaces other than athletic tracks and hockey surfaces. Disciplines like volleyball courts, tennis, badminton etc. have now been included for grants. Maximum central grant for the newly added disciplines is Rs. 50 lakh. For synthetic athletic track and synthetic hockey surface, the ceiling has been raised to Rs.1 crore.

(d) Grants for Sports Infrastructure in Universities/Colleges

All colleges/universities can avail assistance for creation of sports infrastructure upto 75 per cent of the estimated cost subject to given ceiling through the University Grants Commission. The lumpsum grant is placed annually at the disposal of the Commission by the Department. The grant is sanctioned directly by the Department in favour of technical/medical/agricultural colleges/universities.

The scheme also provides for assistance to the Association of Indian Universities on a decided pattern for inter university tournaments, coaching and training camps for participation of university teams in national and international events. The Association has also been authorised to make recommendation to the Department for award of the prestigious Maulana Abul Kalam Azad Trophy (a rolling Trophy) to the overall winner of the inter university tournaments. A cash prize incentive of Rs. 50,000, 25,000 and 10,000 is also given to the universities winning first three positions. This amount is to be utilised for purchase of sports equipment.

In this scheme, grant is also given by Sports Authority of India for award of monthly scholarships to talented sports persons of colleges/universities.

Sports Federations are financially assisted for conducting national championships, organising coaching camps for preparing teams and for participation of the teams in international tournaments. Limited secretarial support is also given by way of reimbursement of salary of the paid Joint/Assistant Secretary of the Federation. The requests for assistance are processed according to the Guidelines laid down by the Department. There are 54 recognised National Sports Federations. The Indian Olympic Association is

also treated as a sports federation for the purpose of support and financial assistance under this scheme.

Rajiv Gandhi Khel Ratna Award

The scheme was launched from the year 1991-92 with the objective of honouring most outstanding sportspersons to enhance their general status and to give them great dignity and place of honour in society. Under this scheme, an amount of Rs. 1.00 lakh is given as award for the most spectacular and outstanding performance in the field of sports by an individual sportsperson or a team.

Arjuna Award

The Arjuna Award was instituted in 1961 as the highest national recognition of distinguished sportspersons. The awardee is given a bronze statue of Arjuna, a scroll, and a cash prize along with a monogram, a blazer and a tie.

Dronacharya Award

Dronacharya Award was instituted in 1985 and the award is given to those who have produced outstanding achievements consistently during three years preceding the Award. Those who have contributed their life time to sports and sports promotion are also considered for this award. Every awardee is given a cash prize of Rs. 75,000/ along with a bronze statue of Dronacharya, a scroll, a suit, a blazer and a tie.

Incentives for Promotion of Sports Activities

(a) Cash Awards to Winners of Medals in International Sports Events

Special cash awards ranging from Rs. 50,000/ to Rs. 5.00 Iakh are given for winning medals in specified international sports events in all disciplines which are included in the Olympic, Asian and Commonwealth Games. These awards are also given to Juniors for winning medals in World, Asian and Commonwealth championships.

The basic objective of the award is to serve as an incentive to the achievers and an inspiration to the upcoming sportspersons. It is also intended to help sportspersons of outstanding excellence to be able to maintain themselves

with dignity and continue to give their best in further pursuit of the sports of their choice.

(b) Sports Talent Search Scholarship Scheme

The Sports Talent Search Scholarship Scheme was introduced in 1970-71. The scheme provides facilities to talented young boys and girls studying at the secondary stage of education and proficient in sports to develop their talent in sports and to enable them to have nutritious diet during their studentship. Students are selected on the basis of sports competitions at National or State level. Scholarships are also provided to outstanding sportspersons at university and college levels under NSO Programmes, and to women under the programme of 'Promotion of Sports and Physical Education amongst Women'. Old scholarships are also renewed, provided the holders continue to maintain or improve the level of their achievements. National level scholarship are given at the rate of Rs.4,800 per annum and State level at the rate of Rs. 3,600 per annum. While there is no upper limit for the number of national scholarships, 100 State level scholarships are given for each State and 40 scholarships for each Union Territory.

(c) Scholarships for Training of Specialists and Outstanding Sportspersons

The scheme was introduced in the year 1990-91. The purpose is to equip talented outstanding sportspersons, coaches, physical conditioning experts, sports scientists and research experts with the latest techniques of training, coaching and research so that, in the years to come, India could build a pool of experts who could impart training and handle national level athletes/sportspersons.

(d) Sports Fund for Pension to Meritorious Sportspersons

Government launched this new scheme from the year 1994. Under the scheme, pension is given to sportspersons, who win medals in the Olympic games and gold medals in Asian games. While Olympic medalists are given pension @ Rs. 2000/per month, gold medalists of Asian games are given pension @ Rs. 1500/ per month. Pension is given from the age of 30 till life. The scheme is being operated through the Life Insurance Corporation of India.

(e) National Welfare Fund for Sportspersons

The National Welfare Fund for Sportspersons (and their families) was created in 1982 primarily to assist outstanding sportspersons of yesteryears, who had won glory for the country in sports, but are, unfortunately now living in indigent circumstances. This financial support is generally in the form of a monthly pension of upto Rs. 1500. Lumpsum grants are also given for medical treatment. The sportspersons suffering from grievious or fatal injury in the course of participation in sports events or during training are also helped.

(f) Travel Grant to Sports Specialists

The scheme of 'Travel Grant to Sports Specialists' was introduced during the year 1987 in pursuance of the resolution of National Sports Policy, 1984. The objective of the Scheme is to promote and encourage research and development in the field of' sports and physical education. Under this Scheme, the Department. provides passage cost for international travel for attending important academic conferences etc.

The scope of the scheme was expanded to cover other sports specialists including coaches. The purpose is primarily to create a pool of qualified and knowledgeable sports specialists whose services can be availed by sportspersons and others.

(g) Promotion of Sports and Physical Education among Women

The scheme is meant to encourage women by giving them attractive incentives in the form of scholarship for furthering their achievements in studies and career in sports. A scholarship of Rs.6000/ per annum is available to those who have emerged champions in the National Women Championships (Senior) conducted by recognised national sports federations according to international rules

All women holding a master's degree in physical education from a recognised university, who are undergoing the diploma course in Sports Coaching at NIS are eligible to get a scholarship of Rs. 1800/ per course. Scholarship of Rs.1800/ per annum is also given to all women holding Master's degree in Physical Education in a college having status at par with LNCPE, Gwalior, The scholarship is available only for one year to those doing M.Phil and to those doing Ph.D in Physical Education, the scholarship is available upto a period of 3 years.

(h) Rural Sports Programme

The Scheme of Rural Sports Programme, launched in the year 1970-71 with a view to broadbasing games and sports and tapping the hidden talent available in rural areas, was being operated by the Department of Youth Affairs & Sports, Government of India. The Department was also operating another scheme, namely, 'Special Scheme for Sports Activities among the Backward Tribes'. The present scheme is an improvement over the earlier schemes as, apart from arranging tournaments in rural areas, it also puts emphasis on encouraging club culture in rural areas, and includes a special programme for the North Eastern Region.

(i) Rural Sports Clubs

Under the scheme, nodal Voluntary Sports Clubs/Sports Centres, on recommendation of the State Govts, are given one time grant upto Rs. 30,000/ for purchase of consumable and non consumable sports equipment. In case of tribal blocks, assistance upto Rs.45,000/ is given. This is followed by a grant of Rs. 5,000/ per annum for subsequent two years.

(k) Dr. BR. Ambedkar Rural Sports Tournaments

A countrywide programme of Rural Sports Tournaments was launched in 1970-71 to encourage youth in rural areas to join the mainstream of the country's sports activities. Financial assistance is made available to the States @ Rs. 2000/. per discipline upto 3 disciplines for each district level tournament and Rs. 10,000/ per discipline for State level tournaments and Rs. 5,000/ per discipline for each Union Territory, upto five disciplines.

(l) National Sports Festival for Women

The 'National Sports Festival for Women', first organised in 1975, has now become a significant national competition for women. The programme is organised by Sports Authority of India. For the purpose of lower level competitions, financial assistance is made available to the States @ Rs. 1,000/ for block, Rs. 3,000/ for district and Rs.10,000/ for State level tournaments (for bigger States) and Rs.5,000/ for smaller States/UTs.

(m) Evaluation of Sports Schemes

During 1994-95, the schemes of Sports Authority of India; viz National Sports Talent Contest, Army Boys Sports Company, Special Project

Development Area, Special Area Games, National Coaching Scheme and Sports, Hostel Scheme have been got evaluated by Tata Consultancy Services and the reports submitted to Govt. are being considered for implementation. Sports schemes of the Department are also proposed to be taken up for evaluation.

(n) Exchange of Sports and Physical Education Teams/Experts

International cooperation in the field of sports physical education took a big leap forward, providing the much needed opportunities of foreign exposure to national teams and coaching/training abroad. Government of India procured the services of international coaches/sportspersons by way of bilateral agreements under CEPs/ Sports protocols with the concerned countries. The foreign coaches are paid air fare, salaries, TA & DA/medical expenses and local transportation, etc. during their contract/employment in India.

BAR COUNCIL OF INDIA

The Advocates Act, 1961, envisages to constitute a State Bar Council for each of the States of India and in a few cases there is one State Bar Council for two or more State and/or Union Territory. Besides the State Bar Councils, the Act envisages to constitute a Bar Council of India for the whole of the territories of the Union of India as an apex body for keeping control and general supervision over State Bar Councils. By creating autonomous Bar Councils, one for the whole of India knows as the Bar Council of India and the other for each of the States known by the name of the State, the Act is unitary as well as federal in character.

Section 4 of the Advocates Act, 1961 provides for constituting as an apex body of a Bar Council for the whole of the territories of India which is known as the Bar Council of India and, consists of (a) Attorney-General of India as ex-officio member, (b) the Solicitor-General of India as ex-officio member, and (c) one member elected by each State Bar Council from amongst its members. The qualification of a person for being eligible to be elected as a member of the Bar

Council of India is that he should have been for at least ten years as an Advocate on the roll of a State Bar Council. There shall be a Chairman and a Vice-Chairman of the Bar Council of India elected by the Council from amongst its members in the manner prescribed by the Bar Council of India.

The Chairman and the Vice-Chairman of the Bar Council of India shall hold office for the period for which he is a member of the Council and shall continue to discharge duties of the Chairman as the case may be until his successor assumes charge of the office. The term of office of a member of the Bar Council of India elected by the State Bar Council shall in the case of a member of a State Bar Council who holds office as ex-officio, be two years from the date of his election or till he ceases to be a member of the State Bar Council whichever is earlier; and in any other case, be for the period for which he holds office as a member of the Bar Council of India until his successor is elected.

Functions of Bar Council of India

Section 7(1) of the Advocates Act enumerates the functions of the Bar Council of India; and they are as under:

- To lay down standards of professional conduct and etiquette for Advocates;
- To lay down the procedure to be followed by its Disciplinary Committee and the Disciplinary Committee of each State Bar Councils;
- To safeguard the rights, privileges and interests of Advocates;
- To promote and support law reform;
- To deal with and dispose of any matter arising under this Act, which may be referred to it by a State Bar Council;
- To exercise general supervision and control over State Bar Councils;
- To promote legal education and to lay down standards of such education in consultation with the Universities in India imparting such education and the State Bar Councils;
- To recognise Universities whose Degree in Law shall be qualification for enrolment as an Advocate and for that purpose to visit and inspect Universities;

- To conduct seminars and organise talks on legal topics by eminent jurists and publish journals and papers of legal interest;
- To organise legal aid to the poor in the prescribed manner;
- To recognise on a reciprocal basis foreign qualifications in law obtained outside India for the purpose of admission as an Advocate under this Act;
- To manage and invest the funds of the Bar Council;
- To provide for the election of its members;
- To perform all other functions conferred on it by or under this Act;
- To do all other things necessary for discharging the aforesaid functions.

Sub-section 2 of Section 7 of the Act provides that the Bar Council of India may constitute one or more funds in the prescribed manner for the purpose of (a) giving financial assistance to organise welfare schemes for indigent, disabled or other advocates; (b) giving legal aid or advice in accordance with the rules made in this behalf.

Sub-section 3 of Section 7 of the Act provides that the Bar Council of India may receive grants, donations, gifts or benefactions for all or any of the purposes specified in sub-section (2) which shall be credited to the appropriate fund or funds constituted under that sub-section.

General Powers of Bar Council

Every Bar Council is a body corporate having perpetual succession and a common seal. In other words, it is an autonomous body constituted under the Advocates Act, 1961. Some important powers of the Bar Council are:

- Power to acquire, hold and dispose of both movable and immovable properties;
- Power to contract;
- Power to sue and be sued;
- Power to invest and manage its funds;
- Power to receive grants, gifts, donations and benefactions;
- Power to constitute one or more funds for giving financial assistance to disabled and indigent Advocates;

- Power to give legal aid and advice and to hold seminars and conferences;
- Power to publish legal journals and other legal literature;
- Power to admit Advocate, to prepare and maintain roll of Advocates and to prescribe qualifications for an Advocate;
- Power to recognise Universities whose Degrees in Law shall be qualification for enrolment as an Advocate and for that purpose of visit and inspect Universities;
- The Bar Council of India has power to recognise foreign Degrees in Law on reciprocal basis and power to become member of international legal bodies such as the International Bar Association or Legal Aid Association;
- Power to admit evidence;
- Power of review and revisions;
- Power to punish an Advocate for professional misconduct;
- Power to have control and supervision on State Bar Councils;
- Power to make rules; and
- Such all other functions as have been mentioned under the caption functions of Bar Councils and also provided in Section 49 of the Advocates Act, 1961.

Constitution of Committees

A State Bar Council and the Bar Council of India can constitute various Committees for discharging its functions such as Disciplinary, Legal Aid Committees, etc.

Other Committees: A State Bar Council has got power to constitute standing committees other than disciplinary committees and which shall be (a) an executive committee; and (b) an enrolment committee.

Functions of State Bar Council

Section 6(1) of the Act lays down the functions of a State Bar Council. It enacts that the functions of a State Bar Council shall be:

- To admit persons as Advocates on its roll;

- To prepare and maintain the roll of Advocates;
- To entertain and determine cases of professional misconduct against Advocates on its roll;
- To safeguard the rights, privileges and interests and interests of Advocates on its roll;
- To promote and support law reform;
- To conduct seminars and organise talks on legal topics by eminent jurists and publish journals and papers of legal interest;
- To organise legal aid to the poor in the prescribed manner;
- To manage and invest the funds of the Bar Council;
- To provide for the election of its members;
- To perform all other functions conferred on it by or under this Act; and
- To do all other things necessary for discharging the aforesaid functions.

Like Bar Council of India, State Bar Council may also constitute funds in the prescribed manner and for the prescribed purpose. Similarly, it may also receive grants, donations, gifts and spend them for the specific purpose.

Review Questions:

1. What are the main schemes of Sports Authority of India?
2. What are the schemes under sports infrastructure?
3. State the awards of excellence given by sports authority.
4. What are the incentives for promotion of sports activities?
5. What are the functions of Bar Council of India?
6. State the general powers of Bar Council.



UNIT – VII

UNESCO

UNESCO - the United Nations Educational, Scientific and Cultural Organization was born on November 16, 1945. For this specialized UN agency, ***Education, Social and Natural Science, Culture and Communication*** are the means to a far more ambitious goal: to build peace in the minds of men.

Today, UNESCO works as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse – that disseminates and shares information and knowledge – while helping Member States to build their human and institutional capacities in diverse fields. In short, UNESCO promotes international co-operation among its Member States (190) and Six Associate Members in the fields of education, science, culture and communication.

UNESCO works to create the conditions for true dialogue, based upon respect for commonly shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes an attack against humanity. The world urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

Goals

Through its strategies and activities, UNESCO is actively pursuing Millenium Development Goals, especially those aiming to:

- **halve** the proportion of people living in extreme poverty in developing countries by 2015
- **achieve** universal primary education in all countries by 2015
- **eliminate** gender disparity in primary and secondary education by 2005
- **help** countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.

The preamble of the Constitution of UNESCO declares that *'since wars begin in the minds of men, it is the minds of men that the defences of peace must be constructed'.* So that a unanimous, lasting and genuine peace may be secured, the Preamble declares that the States Signatory to the Constitution believed '*in full and equal opportunities for education for all, in the unrestricted pursuit of objective, truth and in the free exchange of ideas and knowledge*".

The purpose of the Organization was defined as: "*to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations*'.

Organisation Structure

The **General Conference** is the primary decision-making body, comprising representatives of all Member States. It meets every two years to determine the policies and main lines of work of the Organization. Following the principle of one vote per country, it approves UNESCO's programme and budget. Every four years, it appoints the Director-General based upon the recommendation of the Executive Board.

The **Executive Board**, composed of 58 Member States, meets twice a year to ensure that decisions taken by the General Conference are implemented. It is also responsible for preparing the work of the General Conference and examining the Organization's programme and budget.

The **Secretariat** consists of the Director-General and staff. The Director-General is the executive head of the Organization. He or she formulates proposals for appropriate action by the Conference and Board and prepares a draft biennial programme and budget. The staff implements the approved programme. There are over 2000 staff members from some 190 countries (April 2003). As a result of a new decentralization policy, more than 640 staff members work in UNESCO's 53 field offices around the world.

UNESCO is the only UN agency to have a system of National Commissions in 190 Member and Associate States. The Commissions form a vital link between civil society and the Organization. They provide valuable insight concerning the Organization's programme and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop new partnerships with the private sector, which can provide valuable technical expertise and financial resources.

UNESCO plays an integral role in the UN system and works closely with a wide range of regional and national organizations. Some 330 non-governmental organizations (NGOs) maintain official relations with UNESCO and hundreds more work with the Organization on specific projects.

UNESCO Finance

The regular two-year budget is financed by Member States through assessed contributions. The proposed regular budget for 2004 and 2005 is US$610 million. UNESCO also benefits from substantial extra-budgetary funding to strengthen its programmes, especially in the field, and to increase its outreach activities. In 2002-2003, these extra-budgetary resources amounted to some US$400 million.

COMMON WEALTH OF LEARNING

The Commonwealth of Learning (hereinafter referred to as "COL"), which was established in 1988 with its Headquarters in Vancouver in pursuance of a Memorandum of Understanding agreed by Commonwealth Governments on 1 September of that year and of a Headquarters Agreement made between the Government of Canada and the Commonwealth of Learning on November 14 also of that year (for the purposes of which it was therein described as an Agency), is an International Organisation under The Privileges and Immunities (International Organisations) Act of the Laws of Canada, with a legal personality under those Laws, with immunities and privileges for itself and its staff as set

out in the Convention on Privileges and Immunities of the United Nations (1946), as accepted by Canada, and with member countries of the Commonwealth, through their Governments, as participants.

The Commonwealth of Learning is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations improve access to quality education and training.

Building Capacity in Open and Distance Learning

Headquartered in Vancouver, Canada, COL is the only official Commonwealth agency located outside Britain and is the world's only intergovernmental organisation solely concerned with the promotion and development of distance education and open learning. COL is helping to increase the capacities of developing nations to meet the demands for improved access to quality education and training.

In part due to the efforts of COL and its Commonwealth-wide network over the past ten years, distance education is now a part of the mainstream of education and training. It enables students to learn at the location, time and pace of their choice, for less money and with improved results.

COL's goals include maximising the transfer of information, ideas, innovations and resources to support this rapid evolution of distance education.

Commonwealth Governments financially support COL on a voluntary basis. Major contributors have included Australia, Britain, British Columbia, Brunei, Canada, India, New Zealand and Nigeria.

Mission Statement of COL

Recognising KNOWLEDGE as key to cultural, social and economic development, The Commonwealth of Learning is committed to assisting Commonwealth member governments to take full advantage of open, distance and technology-mediated learning strategies to provide increased and equitable access to education and training for all their citizens.

Purpose and Functions

The purpose of COL is to create and widen access to opportunities for learning, by promoting co-operation between universities, colleges and other educational institutions throughout the Commonwealth, making use of the potential offered by distance education and by the application of communication technologies to education. COL's activities will aim to strengthen member countries' capacities to develop the human resources required for their economic and social development, and will give priority to those developmental needs to which Commonwealth co-operation can be applied. COL will work in a flexible manner and be capable of responding effectively to changing needs. It will serve the interests of Commonwealth member countries and of the Commonwealth itself, working in co-operation with Governments and other Commonwealth agencies and educational institutions and doing so in a way that is consistent with the principles that have guided the Commonwealth. In performing its functions COL will seek to ensure the appropriateness of programmes and of distance-education techniques and technologies to the particular requirements of member countries.

Within this broad framework, the functions and objectives of COL will include:

(a) assisting the creation and development of institutional capacity in distance education in member countries;

(b) facilitating the channelling of resources to projects and programmes in distance education;

(c) providing information and consultancy services on any aspect of distance education including the selection of appropriate technology;

(d) undertaking and supporting staff training in the techniques and management of distance education;

(e) facilitating inter-institutional communication links;

(f) undertaking and supporting evaluation and applied research in distance education;

(g) assisting the acquisition and delivery of teaching materials and more generally facilitating access to them;

(h) commissioning, and promoting the adaptation and development of teaching materials;

(i) establishing and maintaining procedures for the recognition of academic credit;

(j) assisting in the development of local support services to students;

(k) analysing and reflecting on educational issues in order to implement more effectively the activities of COL;

(l) stimulating and supporting any other activities that fall within COL's areas of interest by such means as may be approved by the Board of Governors.

COL will operate through its headquarters, such units in other regions of the Commonwealth as may be set up, and networks of co-operating institutions such as those involved in teaching, information and research.

In carrying out its functions COL will respect the integrity and interests of co-operating agencies and institutions, as well as their right to work together independently of COL.

Governance

The Board of Governors of COL has general responsibility for determining the principles, policies and priorities that will guide it in its activities and, in particular, has responsibility for carrying out the following functions:

(a) appointment of the President of COL and determination of the conditions under which he or she and other members of staff serve it;

(b) review and approval of strategic plans and annual work programmes, monitoring of their implementation and evaluation of their results;

(c) making of financial regulations, approval of annual budgets and forward budgetary forecasts, and provision of guidance to the President and/or the Chairman on fund-raising activities;

(d) provision of advice and guidance to the President on any aspect of COL's responsibilities, as laid down in the Memorandum of Understanding; and

(e) in fulfilment of their accountability to member countries of the Commonwealth, reporting to meetings of Commonwealth Ministers of Education and Heads of Government on the activities of COL over the reporting period and its planned activities for the future, and to such other Ministers as may be agreed and required on matters within the scope of their responsibilities.

ADMINISTRATIVE ARRANGEMENTS

The President will be the chief executive officer of COL and will be responsible to the Board of Governors for the administration and operation of COL, for the implementation of its policies and programmes, and for its financial management. The President will be appointed for a fixed term not exceeding five years in the first instance. The President will appoint other members of staff in accordance with such general guidelines as the Board may from time to time determine, and having regard to the appropriateness of recruiting widely among Commonwealth countries. Appointments of senior staff will be made in consultation with, and with the consent of, the Chairman.

When the prospect of activities of COL in the territory of another Commonwealth Government renders it appropriate, COL and such Government will confer and such Government will consider taking steps to accord appropriate immunities and privileges in its territory to COL and its staff.

COL will be funded by voluntary contributions from Commonwealth Governments, which will to the maximum possible extent be made in such form as to be freely usable for the purposes of the Commonwealth of Learning, augmented by grants from provinces, states or territories of Commonwealth countries and other appropriate agencies and donors and by income from the provision of services. COL will also be able tc seek additional funding from Governments, international agencies, institutions and private sources to finance specific collaborative distance education projects. COL will be empowered to invest and to borrow funds within such limits as the Board may from time to time prescribe, but it will not be authorised to enter into financial commitments which are not covered by firm pledges of funding.

COL as a Catalyst for Collaboration

- Southern Africa teacher training programme
- Canada Caribbean Distance Education Scholarship Programme (CCDESP)
- Executive MBA/MPA programme
- Commonwealth Electronic Network for Schools and Education (CENSE)
- Creating quality guidelines for online education and training
- Course delivery and design (e.g., UN High Commission for Refugees)
- Research
- A virtual university for small states
- Partners

COL's Services

COL's work encompasses the following:

- Services
    - Shared expertise, resources, materials
    - global networks
    - knowledge management
    - low-cost, innovative technologies (ICT & COLME);
    - cost-effective programming
    - consultation and advice
    - advocacy
    - course delivery and design
    - fee-for-service project management
- Functional outreach
    - Teacher training
    - non-formal education
    - literacy and values education

- technical/vocational education and training
  - basic education/open schooling
  - higher education
  - continuing professional education
- Fee-for-service consulting and professional services
  - COL's Development Office brings together all those projects that COL undertakes on a fee-for-service basis. It also seeks out new fee-for-service opportunities where COL can extend its value to the Commonwealth, within its mandate.

Three-Year Plan, 2003-2006:

For the three years, 2003 to 2006, COL has identified three priority programmes to support its overriding purpose of *Building Capacity in Open and Distance Learning* (ODL):

- ***ODL Policies*** – fostering the adoption and implementation of open and distance learning policies within the broader educational and human resource development strategies and policies of member nations
- ***ODL Systems Development*** – assisting in the development of open and distance learning systems that build on existing capacity or assist in creating new capacity appropriate for the contexts of member states
- ***ODL Applications*** – demonstrating how open and distance learning applications can benefit individual learners, institutions and member states by accelerating human resource development

The plan is also based upon six areas of operation:

- Advisory
- Advocacy
- Capacity-building
- Fostering networks and partnerships
- Knowledge management
- Research

The Commonwealth of Learning's focus is in strengthening publicly funded institutions in developing Commonwealth countries that are striving to provide affordable education to larger numbers of their citizens.

COL is not an educational institution. It does not register students and does not directly offer courses, programmes of study, scholarships or bursaries. COL does not provide an accreditation service and does not endorse institutions or programmes.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

PROFILE

Indira Gandhi National Open University was established in 1985 to democratise higher education. The aim was to provide cost-effective, quality education to large sections of our population including those living in remote and farflung areas. A mere fifteen years since its inception IGNOU has carved a niche for itself among the premier educational institutions in the country. The University has been a pioneer in Distance Education and the recipient of the Centre of Excellence in Distance Education award conferred by the Commonwealth of Learning in 1993.

Preamble

The Indira Gandhi National Open University (IGNOU), since its establishment in 1985, has contributed significantly to the development of higher education in the country through the distance mode. The University follows a learner-centric approach and has successfully adopted a policy of openness and flexibility in terms of relaxed entry qualifications, period required for completion of a programme and place of study.

OBJECTS

The University's Act states that, the University shall:

- impart education and knowledge through various means suited to the Open and Distance Education Mode.
- provide not only higher education to large sections of the population, but particularly disadvantaged segments of society.
- encourage, coordinate and assist Open Universities and Distance Education systems while determining standards in such systems in the country.
- provide national integration and strengthen the natural and human resources of the country through the medium of education

FUNCTIONS OF IGNOU

IGNOU has two main functions:

(i) It offers various academic programmes that lead to Certificates, Diplomas and Degrees. It develops and produces courses for delivery through open learning and distance education mode. IGNOU is also actively involved in research, training and extension education activities.

(ii) In its capacity as an Apex Body, it co-ordinates and monitors distance education system throughout the country. IGNOU has also constituted the Distance Education Council and has provided expertise and assistance to other Open and Distance Learning Institutions in the country.

FEATURES OF IGNOU

IGNOU stands significantly apart from other universities because of:

- national jurisdiction
- flexible admission rules
- individualised study : flexibility, in terms of place, pace and duration of study

- use of latest educational and communication technologies
- student support services
- cost-effective programmes
- modular programmes
- resource sharing, collaboration and networking between other Open Universities
- Preamble
- Vision
- Mission
- Thrust Areas
- Strategies to achieve the Mission

Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill up gradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting integrated national development and global understanding.

The University has an efficient and effective networking of 48 Regional Centres (22 are IGNOU Regional Centres, 8 are IGNOU North-East Regional Centres, 5 are Army Command Centres, 8 are IAF Command Centres, 4 are Navy Command Centres and 1 are Assam Rifles Command Centre), 5 Sub-Regional Centres and over 1133 Study Centres, all over India. As an Open University, IGNOU has come a long way since 1985, having crossed national boundaries providing higher education as well as assisting other developing countries in this regard.

The University at present offers 76 programmes of study through 854 courses to a cumulative student strength of about 8,75,000. These programmes are offered in widely diverse areas and at different levels covering Doctorate degree, Master's and Bachelor's degree, Postgraduate and Undergraduate diplomas and certificates. The education is disseminated in conventional as well as emerging inter-disciplinary areas such as Consumer Protection, Disaster Management, Environment, Human Rights, Tourism, Women Empowerment and Child Development, Participatory Forest Management, Participatory

Planning, Resettlement and Rehabilitation, Teacher Education, Food and Nutrition, Continuing Medical and Health Education, HIV/AIDs, Laboratory Techniques, and On-line Learning. One of the notable contributions has been to achieve greater access to programmes which were hitherto exclusively limited to face-to-face classroom transactions. These include Physical and Natural Sciences, Nursing, Health, Engineering and Technology, Computers, Bachelor of Education (B.Ed) and Library and Information Sciences.

The University develops its academic programmes through nine Schools of Study, viz. Schools of Computer & Information Sciences, Continuing Education, Education Engineering and Technology, Health Sciences, Humanities, Management Studies, Sciences, and Social Sciences. Dedicated faculty in Schools of Studies/Centres/ Divisions/Institutes, trained in distance education methodology, is responsible for planning, designing, developing and delivering academic programmes. IGNOU involves a large number of senior teachers and experts from premier institutions in the country as content experts for its course material development and delivery.

The University has extended its outreach beyond the borders of the country. The University entered into bilateral and multi-lateral cooperation and alliances with several countries, especially in Asia and Africa: United Arab Emirates (Dubai, Al Ain, Sharjah, Fujairah), Qatar, Kuwait, Oman, Bahrain, Abu Dhabi, Seychelles, Mauritius, Maldives, Ethiopia, Madagascar and Liberia.

The IGNOU intends to establish collaboration and partnership with government agencies and other open universities through international organisations like UNESCO, Commonwealth Secretariat, Commonwealth of Learning (COL), and World Health Organisation (WHO). To promote international understanding, the University has a scheme of fellowships for academics and other staff working in the open universities of Asia under the Inter-University Staff Exchange Scheme. The University hosts, supports and participates in national and international conferences to give impetus to research and academic activities of the faculty and staff.

The University has developed capabilities for training in distance education methodologies. It has successfully organised training workshops for staff and faculty from within IGNOU as well as State Open Universities (SOUs), Correspondence Course Institutes (CCIs), administrative staff of government agencies, and overseas faculty. These have been conducted through joint

coordination of Schools of Studies, Staff Training and Research Institute of Distance Education (STRIDE), Distance Education Council (DEC), and national and international sponsoring agencies.

The academic programmes of the University have multiple-media support. The University has facilities for audio, video, radio, television, interactive radio and video counselling as well as tele-conferencing. IGNOU has also been identified as the nodal agency for running a 24 hour educational TV channel - *Gyan Darshan* - in collaboration with other institutions of higher learning. *Gyan Vani* is emerging as a massive radio cooperative network of several FM radio station exclusively devoted to education. This would lead to greater cooperation amongst Indian universities. All Regional and Study Centres of IGNOU have been provided with the necessary equipment to facilitate easy access to multiple-media support.

Apart from teaching, research and training, extension education is an important component of academic activities of IGNOU. Extension education provides much needed linkages between the community and the University. Various literacy programmes focusing on community awareness, education and training in need-based and relevant areas have been successfully undertaken by the University as a part of its strategy of social intervention and community capacity building.

The University has the unique distinction of combining the conventional role of a University with that of an apex body in the promotion, coordination and maintenance of standards in distance education through continuous assessment and accreditation of the Open Distance Learning (ODL) institutions. The University established the Distance Education Council in 1991 as a statutory authority to ensure high quality education through open and distance learning systems. It has developed an ethos of sharing professional capabilities and resources with the peers.

THRUST AREAS

1. Total Quality Management

In the last sixteen years, IGNOU, with high quality self-learning materials and offerings of innovative programmes in diverse areas, has established itself as a national resource centre and provider of quality education at par with other

national and international institutions of higher learning. The University will have to make focussed efforts to sustain this hard-earned credibility by continuously improving the quality of learning materials, student support services, system of assessment and professional development of academic and non-academic staff. TQM will remain the highest priority in all areas of operation of the University along with encouraging SOUs, CCIs, and other providers of distance learning to adopt a holistic management strategy.

2. Increasing the Enrolment

The demand for higher education in the country has grown enormously. The growth of enrolment in conventional universities has been 5% in the 9th Five Year Plan. Moreover, the higher education system caters only to about 9 million learners, which constitute about 7.5% of the eligible group (between 17-23 years). The share of ODL system in this is about 20%. The Government of India has, in the Tenth Five Year Plan (2002-2007), mandated an annual growth rate of 30% for the ODL system so that its share increases to about 40% in the overall enrolment. This is a gigantic task, with system-wide implications.

3. Strengthening Faculty and Attracting Fresh Talent

To maintain high academic standards and to compete in the fast-changing global environment of educational services, no institution can continue to be relevant without offering new programmes. This necessitates recruitment of expertise on a regular basis. A dynamic system like IGNOU needs dedicated staff with vast experience, expertise and capability to research in newer areas (including that of ODL) and constantly keep its academic offerings at the cutting edge of quality and societal needs. The University would like to strengthen the existing faculty, attract new talent, and nurture them through better human resource development policies.

4. Widening Areas of Study

IGNOU at present offers programmes in about 30 established disciplines and a few inter-disciplinary areas. There is a growing realisation that newer and diverse programmes must be added, without compromising with the needs of the traditional disciplines. Since IGNOU has established its presence in the international arena, its programmes must incorporate international perspectives, and respond to contemporary issues. We need to develop and offer Programmes in Agriculture and Law and courses in Bio-technology, Intellectual Property

Rights (IPR), Telecommunications, Conflict Resolution and Peace, Bio-informatics, Population Studies, e-Commerce.

5. Research and Scholarship

Research, both systemic and discipline based, is crucial for the growth and academic credibility of any system. For the growth of faculty, creation of new knowledge and its dissemination are a must. Research in the areas of course development, media-mix, teaching-learning methods, student learning, learner support, programme evaluation, assessment systems, and learner retentivity and success shall be high priority areas.

6. Increasing Access Reaching the Unreached

IGNOU, with its diverse programmes, low cost and a wide network, has succeeded in attracting a significant group of learners from amongst the disadvantaged. However, a significant cross-section of people still remains outside its reach. The University is mandated to reach them. Specific efforts shall be made for providing access to education and equity in opportunities to women, SC/STs, people living in rural areas, geographically remote terrains and tribal regions, differently-abled, and socially and economically weaker sections of society. Gifted students need special attention and shall form a focussed target group. Building greater flexibility in the system shall help it widen its access.

7. Effective Student Support

Providing effective student support services is crucial for learner satisfaction and their success. The University, convinced of this, has succeeded in creating a wide network of Regional Centres (RCs) and Study Centres (SCs) across the length and breadth of the country. There is, however, a need to gear up student support services further and render it more effective. It has become particularly important now because of the growing local, regional and international competition faced by the University in the context of WTO and GATS.

8. Extension Education

Extension has always been recognised as the third important dimension of higher education. It involves taking knowledge and its applications to the community. The thrust of the University would be to generate a literacy movement (including information technology literacy) by involving all sections

of society and training the workforce to meet the challenges of the emerging professional and social needs. Extension programmes which promote local integrated development and create self-employment for poorer people and those living in rural and backward areas will be focussed on.

9. Electronic Media in Education

It is now recognised that ICT can provide convenient and effective tools to meet the emerging needs of diversified groups. IGNOU is running a 24-hour educational TV channel *Gyan Darshan* and a radio-cooperative *Gyan Vani*. There is provision of two-way tele-conferencing, interactive radio counselling, and local FM radio. The Ministry of Human Resource Development (MHRD), Government of India (GOI) has identified IGNOU as the nodal agency for collaborating with and developing capacities in SOUs, CCIs as well as other conventional universities/educational institutions for application of multiple electronic media. The University shall strive to develop a national network using emerging technologies, to meet the challenges of access and equity. The thrust shall be towards strengthening on-line delivery of education, establishment of community-based multi-purpose tele-learning centres for ICT-enabled education, training and development.

10. International Impact of IGNOU

As of now, the overseas presence of the University is mainly confined to some regions of Asia and a few countries of Africa. For historical, cultural and economic reasons, it is possible to extend the reach of our programmes much beyond. Moreover, to reach the Indian diaspora, who would be interested in continuing cultural contact with India, IGNOU intends to target the requirements of this group. The South Asian Association for Regional Cooperation (SAARC) region and large parts of Asia, Africa, Latin America, and the South Pacific Region could be potential catchment areas. This shall necessitate internationalisation of the curriculum and greater use of ICT.

11. Building Dynamism in the System

At present, the time from conceptualisation of a major programme and offering it, on an average, is 4-5 years. With the lowering of knowledge doubling time, the rate of obsolescence of knowledge is very high and it is possible that for a degree programme, our learners may get dated knowledge while still pursuing the course. To build dynamism in the system and respond to the

changing environment, programme development time must be substantially curtailed. The University would like to reduce response time in activities such as student registration, material despatch, continuous as well as term-end evaluation, etc.

12. Mobilisation of Resources

It is well known that Governments (Central and State) have been major sources of funding, particularly in the higher education sector, largely due to the conviction that education is a social obligation, and an essential vehicle for individual empowerment and national development. However, the on-set of the twin phenomena of globalisation and liberalisation has led the funding agencies to encourage educational institutions to generate resources and offer self-supporting programmes. That is to say, resource mobilisation is the responsibility of the Universities as well. IGNOU has witnessed a continuous decline in non-plan funding, this is bound to generate pressure on the financial health of the University. There is therefore an immediate need to evolve newer strategies for mobilising resources so that the University can continue to work for its mandated objectives without hindrance. Maximising non-monetary inputs, bringing cost-effectiveness in operations, and economy in spending shall be the guiding principles.

DISTANCE EDUCATION COUNCIL (DEC)

The Distance Education Council (DEC) was established in 1991 under Section 5(2) of the IGNOU Act (1985), passed by Parliament. It has a mandate to function as an apex body for promotion, determination and maintenance of standards and coordination of open and distance education in India.

VISION

Distance Education Council shall provide academic guidelines to promote excellence, encourage use of innovative technologies and approaches, enable convergence of all systems and sharing of resources through collaborative networking for access to sustainable education, skill upgradation and training to all.

MISSION

To strive for coordinated development of learner-centric open and distance learning (ODL) system and ensure high quality of education, meet challenges of access and equity to reach the unreached, the Distance Education Council (DEC) shall:

- Encourage state governments/conventional universities to establish open universities/distance education institutes and create a network of such institution.
- Provide financial support and grants and academic guidelines to institutions of open and distance education.
- Evolve norms, procedures and guidelines in respect of admission, evaluation, and certification.
- Assess and accredit institutions of open and distance learning to ensure quality.
- Encourage use of technology in education and provide opportunities for sharing technological resources and competencies through inter-university partnerships/consortia.
- Facilitate development and sharing of self-instructional (multiple media) materials amongst different open universities/distance education institutions.
- Facilitate sharing of student support services created by various State Open Universities (SOUs) and Correspondence Course Institutes (CCIs).
- Promote convergence of conventional, ODL and other systems to facilitate mobility of learners through credit transfer/sharing.
- Promote research and innovation in ODL systems.
- Facilitate training for indigenous capacity building in ODL systems.

Create databases for SOUs, CCIs, distance educators and functionaries associated with ODL systems.

Powers and Functions of the Distance Education Council

The following powers and functions of DEC are defined under Clause 4(a) of Statute 28 of the IGNOU Act:

> "It shall be the general duty of the Distance Education Council to take all such steps as are consistent with the provisions of this Act, the Statutes and the Ordinances for the promotion of the open university/distance education systems, its coordinated development, and the determination of its standards, and in particular.

1. To develop a network of open universities/distance education institutions in the country in consultation with the State Governments, universities, and other concerned agencies.
2. To identify priority areas in which distance education programmes should be organised and to provide such support as may be considered necessary for organising such programmes.
3. To identify the specific client groups and the types of programmes to be organised for them, and to promote and encourage the organisation of such programmes through the network of open universities/distance, education institutions.
4. To promote an innovative system of University level education, flexible and open, in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and organize various courses and programmes.
5. To promote the organisation of programmes of human resource development for the open university/distance education system.
6. To initiate and organise measures for joint development of courses and programmes and research in distance education technology and practices.
7. To recommend to the Board of Management the pattern and nature of financial assistance that may be sanctioned to open universities/distance education institutions and the conditions that may have to be fulfilled by them to receive such assistance.
8. To take such steps as are necessary to ensure the coordinated development of the open university/distance education system in the country.

9. To establish and develop arrangements for coordinating and sharing the instructional materials prepared by different open universities/distance education institutions, and the student support systems with a view to avoiding duplication of efforts.

10. To evolve procedures for sharing of courses and programmes and for the payment of royalty or other charges to the members of the network whose courses and programmes are used by other members.

11. To prescribe broad norms for charging fees from students who join various programmes offered by the network of open universities/distance education institutions.

12. To collect, compile and disseminate information relating to the courses and programmes offered by various open universities/distance education institutions;

13. To advise State Governments, universities and other concerned agencies on their proposals to set up open universities, or to introduce programmes of distance education.

14. To appoint Review Committees from time to time to study and assess the performance-of the open universities/distance education institutions participating in the network on any aspect relevant to the functioning of the network.

15. To prescribe a broad framework for courses and programmes including their pattern and structure.

16. To evolve norms, procedures and practices in respect of admission, evaluation, completion of course requirements, transfer of credits, etc. of students admitted to the programmes of the Open University distance education network and for the award of certificates, diplomas and degrees to them.

17. To evolve guidelines for the organisation of student support services for the open university/distance education programmes.

18. To take such measures as are necessary, consistent with the objects of the University to provide an innovative, flexible and open system of University education, for the promotion, including introduction and continuation of courses and programmes which conform to the standards prescribed by the

DEC, to maintain such standards in the institutions offering distance education programme and to prevent, through such measures as are considered appropriate, institutions from offering courses and programmes which do not conform to the standards laid down by the Council.

19. To appoint Committees for advising and assisting the DEC in the performance of any of its functions or exercise of any of its powers."

The Distance Education Council shall:

- appoint Committees which shall assess, in consultation with the concerned open universities/distance education institutions, the development grants required by them for a five-year period and make recommendations to the Board of Management for sanctioning such grants;
- sanction grants to open universities/distance education institutions for specific projects on the basis of reports by duly appointed committees and in accordance with guidelines prescribed for the purpose and report such approvals to the Board of Management.

To implement the policies and programmes of the Council, cooperation support from the Ministry of Human Resource Development (MHRD), Univer Grants Commission (UGC), and All India Council for Technical Education (AIC7 National Council for Teacher Education (NCTE) and other Apex Bodies covering disciplines of Medical Education, Dental, Pharmacy, Nursing, Agriculture, Law, State Open Universities (SOUs), and CCIs, of the conventional universities envisaged.

Assessment and Accreditation

- **Distance Education Council (DEC):** continues aggressive efforts both proactive and corrective to increase access and improve quality of Open and Distance Learning system in the country.
- **Assessment of State Open Universities (SOUs) :** Out of the ten State Open universities, nine are eligible for assessment and accreditation as these running for more than five years. Assessment and accreditation of these nine universities has been completed.

- DEC has also initiated a similar process for assessment and accreditation for Institutes/Centres of Distance Education (IODEs).
- IGNOU had been conducting Extended Peer Reviews from time to time and a critical external review programme-wise starting with MBA by getting independent feedback is in progress.

The Assessment and Accreditation Board

In pursuance of the functions mentioned at (xviii) of Clause 4(a) of Statute 28 of IGNOU, the Board of Management, has constituted Open and Distance Education Assessment and Accreditation Board (ODEAAB). The objectives, structure and responsibilities of the Board are as under:

Accreditation is essentially a procedure for quality assurance and assessment. In the process of accreditation, an approved institution and its programmes are critically apprised at intervals say of 5 years, to see whether the institution or its programmes meets the prescribed norms and standards set by DEC from time to time.

Accreditation shall help to achieve the following objectives:

i) To help respective students, parents, ODL Institution and other institutions, government agencies, employers, etc. in identifying institutions and their programmes which conform and meet the norms and standards prescribed by DEC.

ii) To help ODL institutions to improve quality of programmes and delivery mechanism to help to identify, introduce and develop new programmes to meet emerging demands.

Structure

The Board shall have 2-tier structure: Governing Council and Management Council.

i) The Governing Council shall have 7 members representing MHRD, UGC, DEC, SOUs/CCIs and Distance Education Experts, VC of IGNOU shall be the Ex-officio Chairman of the Council.

ii) The Management Council shall have 5 members with VC, IGNOU or his nominee as Chairman, one VC of SOU/Director CCI, two DE and media Experts and one DEC member.

Responsibilities

i) To disseminate information, ensure accreditation process and to advise SOUs, CCIs and other ODL Institutions about the mechanism and practices encouraging excellence.

ii) To Develop policies, guidelines, norms and standards, procedures and formats for assessment and accreditation.

iii) To evaluate and assess programmes in depth

iv) To inform decisions and outcome of assessment and accreditation to the institutions

v) To develop feedback mechanism and for improvement of ODL system using assessment data.

Institutions that Need Approval

In view of the mandate of DEC to assess and accredit existing and new institutions of open and distance learning, DEC prescribes standards to determine the minimum level of infrastructure and academic staff for ODL institutions, which offer or intend to offer education through distance mode. This will be applicable to:

- State Open Universities.
- CCI/DEIs in conventional universities/Deemed Universities/IITs/ IIMs/ Private Universities.
- Other ODL institutions registered as societies/trusts and/or privately managed.
- All levels (Certificate/Diploma/Degree) and types of programmes (Professional, Vocationai/General Education/Awareness).
- Foreign universities running distance education programmes in India (independently or collaboratively) with Indian Higher Education Institutions.

It shall be mandatory for all institutions to seek prior approval of DEC for existing and new programmes and accreditation by the Board for on-going programmes offered through Distance mode.

Guidelines for Seeking Approval

Basic Information and other details to be submitted for processing of applications

i) All applications should be submitted in the prescribed proforma.

ii) The application should be made by:

- The Registrar in case of the University.
- Director/Secretary of Governing Body in case of colleges and other institutions.
- Secretary of Society/Trust or any other person authorised by the Society/Trust.

iii) The application should be accompanied by a fee of Rs.10,000/- (Rupees Ten thousand only) per programme in the form of Demand Draft in favour of ODE-AAB, Distance Education Council, payable at New Delhi.

The following documents/information should be sent along with the application form.

For New Institutions/Programmes

- Evidence for establishment of the institution for offering distance education by the competent authority (Executive Council/Senate/Syndicate, State government).
- Evidence for land and building in the possession of the institution.
- Teaching faculty and supporting staff sanctioned/in-place with the Institution
  - Copy of sanction letter/advertisement
  - Joining Report.

- Evidence for availability of Self-Instructional Materials (**SIMs**), if any.
- Design and structure of proposed programme.
- Endowment in case of a Trust/private institution.
- Arrangements for learner support services (counselling, A/V infrastructure, laboratory etc.).
- List of Regional Centres/Programme Centres/Study Centres in place/to be established.
- Prescribed qualifications for counsellors and their list, if identified, study centre-wise/programme wise.
- Foreign universities/institutions.

Existing Programmes/Institutions

- Evidence of establishment of the institution.
- List of Teaching and support staff sanctioned in position, specifying the nature of appointment (fulltime/ part-time/ temporary/ permanent/ advisory/ consultant, visiting/ contract/ guest faculty).
- Programme structure and SIMs in vogue/proposed.
- Endowment in case of societies/trusts.
- Details of delivery mechanism. List of study centres/programme centres, list of counsellors and their qualifications, physical infrastructure in possession of the institution.
- Library facilities and stock of books.
- Audited statement of accounts for the immediately preceding 3 years.

iv) The Chairman, DEC may appoint expert committees to inspect the institutions to verify the claims. The institutions shall have to produce original documents for the perusal of the expert committee.

v) The enclosed proforma providing all relevant information needs to be submitted.

vi) The institutions will have to follow DEC norms and guidelines prepared separately for all programmes (Professional, Vocational, General etc.).

vii) The recommendations of the expert committees along with the comments of the DEC secretariat will be placed before the council for the approval.

viii) The application should reach the DEC secretariat at least six months prior to the date of launch of any programme/institution.

Institutional Requirements

Institutions are required to furnish information on **Proforma-I** and **Proforma-II** as specified by the DEC. Institutions are requested to submit *information in detail for the information supplied in Proforma-I.* Thus the institutions are required to send information on both the proformas, one for information in brief and the other for detailed information . Thus, for considering application for approval /recognition

State Open Universities will submit Proforma-Ia and Proforma-II.

Other Distance Education Institutions will submit Proforma-Ib and Proforma-II.

Programmes Specific Requirements

Relevant data and information about the professional/technical programmes should be furnished in the DEC format, in accordance with the norms and guidelines developed for different programmes, copies of which may be obtained from the DEC Secretariat.

Initial Recognition of the institution/programmes :

- The information and the course material sent by the institution will be addressed to the DEC (ODE-AAB).
- An internal expert team may visit the institution if the information sought and documents received are not self-explanatory or incomplete.
- Decision of the Committee will be conveyed to the institution along with the session from which it can start offering the programmes then only the new institutions can offer programmes. In the case of existing institutions they have to get approval of any new programmes they intend to offer.

However, the existing institutions and the new institutions will invariably send the self-instructional materials of all the programmes (course-wise) for verification and approval of the learning package, by the Open and Distance Education Assessment and Accreditation Board (ODE-AAB).

Promotion of ODL System

Financial and Technical Support

- DEC's financial and technical support to open universities has shown very positive results and some of the open universities have registered a very high rate of growth in student enrolment. The current average annual growth in student enrolment in open universities in the country is nearly 24%. For IGNOU the average annual growth in student enrolment has been nearly 27%.
- DEC also provides support to Institutes/Centres of Distance Education (IODEs) in Conventional Universities/Institutes and the corresponding average annual growth of enrollment in IODES has been about 9.5%.
- 10 SOUs and 104 IODEs have benefited from financial and technical support provided by DEC.
- Development grants of DEC are linked to quality.

Review Questions:

1. What are the goals of UNESCO?
2. What are the purpose and functions of Commonwealth of Learning?
3. What are the services offered by the COL?
4. What are the functions and features of IGNOU?
5. What are the objectives of Distance Education Council?
6. Discuss the powers and functions of the DEC.
7. Discuss the role of DEC in assessment and accreditation of Distance Education Institutes.

MODEL QUESTION PAPER

Paper 3.4: INSTITUTIONAL LINKAGE FOR EDUCATION MANAGEMENT

Time: 3 Hours | Max. Marks: 100

SECTION - A (5 x 8 = 40)

Answer any **Five** questions

All questions carry equal marks

1. Write a note on virtual university.
2. What are the functions of Department of Science and Technology?
3. What are the vision and mission of NAAC?
4. What are the functions and objectives of Medical Council of India?
5. What are the objectives and functions of Nursing Council?
6. What are the incentives for promotion of sports activities?
7. What are the services offered by the COL?
8. What are the goals of UNESCO?

SECTION - B (4 x 15 = 60)

Answer any **Four** questions

9. Give a overview of higher education system in India.
10. What are the criteria identified by NAAC as the basis of assessment?
11. What are the policies and programmes of AICTE?
12. Describe the procedure of recognising of teacher education institutions by NCTE.
13. What are the functions of ICSSR?
14. What are the main schemes of Sports Authority of India?
15. Discuss the powers and functions of the DEC.

BOOKS REFERRED

1. Powar K.B and Panda S.K, Higher Education in India, AIU, New Delhi.
2. Bare Acts/ Policy notes of each institution.
3. Annual Reports of relevant institutions.
4. University News
5. NAAC News
6. UGC News
7. Handbook of DEC

Websites:

8. www.ugc.ac.in
9. www.dst.gov.in
10. www.aicte.ernet.in
11. www.ncte.in.org
12. www.icmr.nic.in
13. www.indmed.nic.in
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Educate ⇗ Empower ⇗ Elevate

Alagappa University formed in 1985 has emerged from the galaxy of institutions initially founded by the munificent and multifaceted personality, Dr. RM . Alagappa Chettiar in his home town at Karaikudi. Groomed to prominence as yet another academic constellation in Tamil Nadu, it is located in a sprawling and ideally suited expanse of about 420 acres in Karaikudi.

Alagappa University was established in 1985 under an Act of the State Legislature. The University is recognised under Sec. 2(f) and Sec.12(B) of the University Grants Commission. It is a member of the Association of Commonwealth Universities and the Association of Indian Universities. The University is accredited with 'A' Grade by NAAC.

The Directorate of Distance Education offers various innovative, job-oriented and socially relevant academic programmes in the field of Arts, Science, IT, Education and Management at the graduate and post-graduate levels. It has an excellent network of Study Centres throughout the country for providing effective service to the student community.

The distance education programmes are also offered in South-East Asian countries such as Singapore and Malaysia; in Middle-East countries, viz., Bahrain, Qatar, Dubai; and also at Nepal and Sri Lanka. The programmes are well received in India and abroad.



ALAGAPPA UNIVERSITY
(Accredited with 'A' Grade by NAAC)
Karaikudi 630 003

DIRECTORATE OF DISTANCE EDUCATION
(Recognized by Distance Education Council (DEC), New Delhi)